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ABSTRACT

The ACCESS video tape series was designed as continuing education for librarians working in public libraries in rural areas of the Rocky Mountain and Plains states. Twelve documentary style and four panel shows were produced. A study guide supplemented the video material and included program outlines and further discussion suggestions. All tapes were produced on quadruplex masters of commercial broadcast quality. For field testing and evaluation purposes, 3/4" color cassettes were used. Conclusions were: (1) there is a definite need for library continuing educational materials; (2) a production-oriented staff member should be involved in proposal development to determine costs, equipment needs, and staffing patterns; (3) high start-up costs can be overcome by cooperative production of groups of programs; and (4) production of future packages should be centered in locations which possess experienced personnel and production capabilities. (Author/NR)

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FINAL REPORT

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Grant No. OEG-0-74-7305

TRAINING OF LIBRARY PERSONNEL IN REMOTE AREAS
(The ACCESS Videotape Project)

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Author's Abstract

The ACCESS videotape series, developed under the U. S. Office of Education project entitled Training of Library Personnel in Remote Areas, addresses, in part, the library education needs of librarians in rural areas of the Mountain Plains states. Many librarians working in small towns find it difficult, because of distance, lack of financial resources, or size of staff, to leave their communities for any length of time to pursue formal studies in librarianship. Yet the informational, recreational and educational functions that a community library in a small town can perform are just as vital as in the larger metropolitan centers. The ACCESS series is designed to share ideas and discuss new library trends with these community librarians.

Twelve documentary style and four panel shows were produced. A study guide supplements the video material and includes such elements as program outlines and suggestions for further discussion. All tapes were produced on 2" quadruplex masters of commercial broadcast quality. For field testing and evaluation purposes 3/4" color cassettes were used.

Towards the end of the project year, initial "user acceptance" evaluation was conducted on 3 programs. Of 190 written responses from librarians in rural areas, mostly (84%) without MLS degrees, over 99% responded that the ACCESS programs they viewed were "better than most" or "about the same as most that are good," "compared to other programs of this type dealing with libraries." An additional 250 librarians and library school students and faculty have seen ACCESS programs; responses were overwhelmingly favorable.

A study of the best methods of distribution of the ACCESS series will take place during a second project phase, in addition to continued validation of the series.

ACKNOWLEDGMENTS

We would like to acknowledge the countless hours of time donated to this project by people both within the Rocky Mountain region and nationally: Librarians who have allowed film crews to invade their libraries; panelists for the four panel discussions who donated their time and energy; "actors" and voices in the series which have all been volunteer talent. And finally, most of the library ideas expressed in the series are the ideas of working librarians in the region. In this sense, the information presented in the ACCESS series is not new--it is a sharing of ideas among librarians.

I. INTRODUCTION

"Ak'ses" -- a way or means of approach. The ACCESS videotape series is a means of approach to better library service in small towns. Designed as continuing education for the staffs of public libraries in rural communities of the Rocky Mountain states, this series of sixteen videotapes attempts to highlight new trends in librarianship and to promote the sharing of ideas among librarians.

The ACCESS series is not designed to be viewed in any particular sequence, nor is it designed as part of any existing library education curriculum. It is hoped that the tapes will be used in a number of different ways -- incorporated into ongoing curricula, used to further the objectives of state library development personnel, and used to augment existing continuing education efforts of all sorts.

The ACCESS series was produced under a grant from the U.S. Office of Education, Higher Education Act, Title II-B, Library Research and Demonstration Projects. The project was funded for the period from July 1, 1974 through June 30, 1975, with an extension granted through September 30, 1975. The project took place at the Graduate School of Librarianship of the University of Denver under the direction of Dr. Ruth M. Katz. The School of Librarianship's Center for Communication and Information Research (CCIR) served as project headquarters. (For a brief description of CCIR see Appendix A.)

This report, along with the sixteen videotapes in the series and an accompanying study guide, constitutes the final project results.

A. Need to Which Project is Addressed

Many residents of the Rocky Mountain region (for this project defined as the states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming) live in a rural environment. These states comprise 30% of the continental United States land mass while accommodating only 4% of the population. Gerald Gee, in a study of information needs of rural population, says "...with respect to kind and quantity of information needs, rural residents are not significantly different from their urban counterparts."[1] Yet the library in the rural community, one institution which could fill some of these information needs, is not always prepared to provide a total range of information services.

Rural libraries are often isolated. Lengthy ground distances, severe climates and sparse population can separate these libraries physically. Limited budgets, short hours of service, and limited library resources may separate these libraries professionally, making

it difficult for them to share ideas. The majority of librarians working in small communities do not have MLS degrees. They may find it difficult, because of distance, lack of financial resources, or size of staff, to leave their communities for any length of time to pursue formal study of librarianship. In many cases their towns could not afford a degreed librarian even if one were available. Yet if we apply the definition found in a recent Hennepin County Library Cataloging Bulletin (March 15, 1975, pp. 93-94), the majority of these public librarians are certainly professionals, "caring greatly about the job they're doing and feeling that what they do really does matter in giving library service. These qualities distinguish the professional library worker from the merely credentialized job holder." Many of these librarians have lived in the communities they serve for a number of years. Their libraries have a unique advantage over larger metropolitan library systems in that they are small enough to experiment with new services, and to try a variety of ways to involve the community -- often serving as a cultural and recreational focus for the community as well as an information center. Yet getting a new project off the ground or even offering good basic library service takes confidence and ideas.

Regional workshops have done much to bring these librarians together to share ideas, but more is needed. ACCESS is an attempt to share, via the medium of videotape, some of the procedures, ideas and common problems that librarians working in small towns face. It is to the librarian who cares enough about community library service to spend time watching video programs which are not part of any formal curriculum, but which hopefully offer useful suggestions on various aspects of day-to-day librarianship, that the ACCESS series is dedicated.

B. Project Objectives

The overall goal of the ACCESS series is to better equalize library services to the citizens of the Rocky Mountain region by upgrading the skills and reducing the professional isolation of librarians in small communities. The three objectives cited in the original proposal were:

1. To provide education and training in core library science subjects for paraprofessional and other library personnel without formal training, using satellite technology.

2. To provide continuing education for professional librarians in new concepts and matters of common interest that are necessary for provision of good modern service, taking advantage of satellite linkage capabilities.

3. To integrate the library worker into an information network which makes service to users more dynamic and relevant.

These objectives identify library personnel without formal library training and library personnel with formal training as two distinct target audiences for the project. An early sample script in the ACCESS series covered the topic of state libraries and attempted to address both of these audiences equally. On reviewing this sample script it became clear that by addressing a broad audience, the information presented lost much of its impact for each individual group. Although the basic library philosophy was the same for all groups, it was difficult to incorporate relevant day-to-day examples of these concepts that would be equally meaningful to both the volunteer working in a small rural library for the first time and the seasoned librarian working in a metropolitan area. A decision was made early in the project to more narrowly define one primary target audience for the tapes and to later evaluate the possible usefulness of the series for a number of secondary audiences. It was felt that community librarians in rural areas, where public library service differs greatly from town to town, was the most important group to address. The primary target audience for the ACCESS series became "the public librarian without an MLS degree working in a small library setting in the Rocky Mountain region." For field-testing purposes, the four states of Colorado, Utah, Wyoming and New Mexico were selected as representative of the Rocky Mountain region generally, and programs were designed with a specific orientation to the situations and problems of this area.

Librarians with an MLS degree still constitute a secondary audience for the series. In addition to degreed librarians, several other secondary audiences have emerged -- people who may find value in the series although details may not always be directly applicable to their own library situations. All of these groups have, over the past year, expressed interest in portions of the series:

-- School librarians (especially the topics: Services to Elementary-Aged Children, Volunteers in the Library, and the Vertical File).

-- Librarians in special libraries such as governmental agency libraries (for example the topics: Science/ Energy Reference, Volunteers in the Library, and Determine the User's Need).

-- Civic groups(could be interested in such topics as Services to the Blind and Physically Handicapped).

-- Librarians with MLS degrees.

-- Librarians in rural settings outside the Rocky Mountain region.

-- Librarians in metropolitan areas.

For both the primary and secondary audiences, topics were chosen with the ultimate goal in mind of better community service. Proposal objectives mention "core library science subjects" as well as "new concepts." Since many of the libraries in small towns date back a number of years, it was felt that the more traditional library technical services -- filing, cataloging and shelving, for example -- were already established. What seemed of more vital interest in meeting the goal of better community service was the extension of library services into the community. The ACCESS series, from the beginning, was conceived not as a means of teaching technical library skills, but as a way to share ideas and solutions to common library problems -- a way to update library staffs on current trends from which they might otherwise feel isolated. Through extensive use of ideas and film footage collected regionally in documentary programs, and by participation of librarians from the test areas on panel discussion programs, it was hoped that a feeling of sharing ideas and of confidence in their own abilities might be reinforced among rural librarian viewers. Research, discussion and field visits indicated the need for concentration in three topic areas:

a) Programming to help library staffs maximize use of information resources that already exist within their library or community. This group of programs includes such topics as cooperation with other community libraries, effective use of volunteers and the vertical file.

b) Programming to help library staffs take advantage of services outside their immediate library or community. This group of programs includes such topics as state libraries and library service to the blind.

c) Programming to help library staffs make information more accessible to their communities. This group of programs includes public relations, publicity, assessing total community needs, and other methods of ensuring greater awareness of information resources by the community.

Perhaps the third stated objective of the proposal is the most central to the ACCESS series:

"To integrate the library worker into an information network which makes service to users more dynamic and relevant."

Comments aired by librarians at early previewing of the tapes indicate that what viewers benefit from most is often not specific details so much as it is new ideas and reinforcement. Viewing a tape, especially in a group situation where there is a chance for discussion, seems to:

1) build confidence ("I guess I knew most of the details mentioned in the show, but it's comforting to know I was right.")

2) encourage action ("After seeing this show (Vertical File) I think I am finally going to do something about all those pamphlets in my office.")

3) convey new ideas on old topics ("I use volunteers, but I never thought of using high school kids to work with younger kids in the library.")

Such comments from actual preview sessions indicate that seeing a video program which shares ideas and solutions of working librarians can help break down the isolation felt by a librarian working alone in a small town situation.

C. Potential Impact

As indicated in the Objectives section of this report, secondary audiences for the ACCESS series have been identified. A follow-on grant, now underway, is examining the full range of usefulness of the ACCESS series in situations beyond the primary target audience.

A number of other possible outgrowths from the current project are also possible. Some groups, such as school librarians and librarians working in government agencies, have expressed interest in developing videotaped instruction which meet their own unique needs. Documentation of production costs and staffing needs now make it possible to estimate costs for such additional production (see Production Section) and the ACCESS series may form a model for other continuing education efforts for librarians.

The most obvious potential impact, as yet to be implemented, is the variety of uses for the ACCESS series -- ways in which tapes can be combined with other methods of instruction into total education experiences. It is beyond the scope of the present demonstration to do a full-scale implementation of such uses, but a number of library-education related agencies have expressed interest in using tapes from the series to further their own objectives. (See Appendix B for examples of letters expressing interest in the series.) The most obvious of these groups are state libraries, most of which have a commitment to statewide continuing education for library staffs. Usually carried out by means of regional workshops where librarians from one geographic area meet to discuss some topic of particular interest, such workshops might incorporate the use of videotape to kick-off discussion.

Another possible potential use of the tapes would be as a public relations piece for a librarian to show at a community or civic group

meeting. Librarians are often asked to present speeches or discuss library services and a twenty-minute videotape might make a nice introduction to such engagements.

All of these potential uses of the series might necessitate different configurations of distribution. The original concept of the series was to deliver programs by satellite for a test period. At the time of proposal submission there were some fifty-six receiving sites in place in the Rocky Mountain region which, it was thought, could be inexpensively modified to receive transmission from the Communications Technology Satellite (CTS) to be launched by NASA in late 1975 or early 1976. It has recently been projected that modification of these sites will be more expensive than originally estimated. Also, the Applications Technology Satellite, (ATS-6), for which the 56 sites were designed may be returned to the United States from its present use in India within the next few years, making ATS-6 possibly a less expensive route for satellite transmission to these selected fifty-six sites. ACCESS videotapes have been produced on two-inch quadruplex videotape and meet all the technical requirements for satellite transmission. However, it becomes increasingly apparent that the tapes have much broader applicability than to the limited number of "satellite downlink" sites located in the region. Since over half of the areas in the four state test bed report having access to video playback equipment, it's likely that many communities can be reached using simple playback equipment. A full range of distribution possibilities (satellite, cable TV, Public Broadcasting, closed circuit systems, and simple playback videotape players) should be explored. Such a distribution study will form a major part of the follow-on year to the current project.

D. Project Overview

The ACCESS video series was originally one component of a proposed Satellite Library Information Network (SALINET), an informal consortium interested in increasing general information awareness and know-how in isolated rural communities via the NASA Communications Technology Satellite due to be operational in the Spring of 1976. The SALINET idea was conditionally accepted in March 1974 as a user of the satellite, but this acceptance guaranteed satellite time only and provided no funds for program development. Information to be transmitted was to be concentrated on four levels:

1) Information for individuals
2) Information for municipal and county officials
3) Bibliographic data
4) In-Service training for library staffs

It was projected that SALINET would require a two-million dollar funding level to implement these four components. Probably a project of this

size and scope could not achieve full funding without a staff assigned exclusively to seek funds and to prepare many proposals for individual projects. Staffing of this kind was not possible at the University of Denver. What resulted was a concentration of effort on the In-Service training unit, the one funded unit of the original SALINET concept.

The ACCESS video project represents a commitment to the use of videotape in library continuing education in the Rocky Mountain region. During the reported year, 16 videotapes were produced. Twelve of these are 20-minute documentary style programs. It is envisioned that if it is ever financially feasible to test satellite distribution, these programs would be transmitted during a half-hour time slot, thus allowing ten minutes for questions and discussion with a "live" studio personality. The remaining four tapes are 40-minute panel discussions of topics that were deemed more "controversial" or otherwise better presented in a discussion rather than documentary style. These shows could be aired in a 60-minute timeslot, allowing for 20 minutes of post-show followup. Thus, the 16 tapes in the ACCESS series could be transmitted via satellite in a total of ten hours time, allowing time for on-the-air follow-up.

In addition to the tapes themselves, the current year's project also expressed a commitment to "supplementary written" materials, where appropriate, to carry out the entire program message. Certain items, such as bibliographic citations referring the viewer to additional information, are better communicated via print than via television. A Study Guide, containing such backup material as well as program outlines, evaluation forms, suggested discussion questions for each program and general information about the series, constitutes another part of the current project.

E. Applicable Constraints

Funding for the ACCESS series specifically called for production only -- of the series as well as the study guide. No commitment was made to comprehensive distribution or evaluation of the series, other than for the purposes of testing the usefulness of the tapes. Limited copies of the tapes in the series have been duplicated for field testing, but the study of general distribution possibilities falls within the post-project phase.

Since tapes have not yet been made generally available, we can only estimate the range of possible usefulness of the series. Evaluation of the tapes during the project year has been "acceptance evaluation" only. We were interested in how acceptable such elements as program content, audio/video quality, and overall message were to the target audience. Evaluation as to the ultimate use of the series in workshop situations and effectiveness of the tapes on longterm library development are beyond the scope of the current project.

A final constraint has to do with topics chosen for production. Although librarians around the region expressed interest in technical services as possible topics for tapes, the format of television placed certain constraints on possible topics. It was felt that routine procedures such as filing could not be appropriately taught via the medium of videotape. Topics chosen for production emphasized visual examples from around the region.

The remainder of this report will treat the actual procedure for developing the ACCESS series, including both content and production considerations; a description of the project results in terms of materials produced; conclusions; and recommendations for further developments with respect to videotape as a means of library continuing education.

II. METHODS AND PROCEDURES

The project year encompassed four tasks:

A) Determination of series content
B) Production of tapes and study guide
C) Preliminary evaluation of series
D) Dissemination activities

A. Content

Survey of Existing Software

Before launching into project objectives, a survey was made of existing library continuing education audiovisual materials. It was determined that although certain topics had already been covered in films or slide shows, these are typically of a local nature and not easily available to, or suitable for, a number of libraries over a large area. Some films or audiovisual materials are available which treat librarianship generally, often concentrating on information processing. But little or nothing is available that directs itself primarily to the non-degreed librarian working in a small public library. Subsequent comments at tape showings have confirmed this early survey. Typical comments are "This type of thing is badly needed," or "It's about time we librarians got into this area!"

Content Committee

A Content Committee was organized consisting of eight librarians representing school, public and state library expertise. The Content Committee was asked to advise on overall series content as well as on individual topics. The Committee met for an all-day session one day each month from January through July 1975. For an outline of Content Committee responsibilities see Appendix C.

Field Input

In addition to ongoing Content Committee advice, project staff made continual efforts to obtain first-hand opinions from librarians in the target audience -- librarians without MLS degrees working in small public libraries. The following field visits were made:

February 1975: Content coordinator visited eight public libraries, one school library, one community college and one community volunteer agency in the western slope region of Colorado.

Two members of the production staff visited Salt Lake City to film at the Utah State Library and visited small towns in Wyoming and Utah to obtain film footage of rural libraries.

March 1975: Four members of the ACCESS staff visited the Wyoming State Library and three Wyoming county libraries.

Project director and content coordinator visited New Mexico State Library and libraries in three rural communities of northeastern New Mexico, including a regional bookmobile center.

May 1975: A six-man production team, accompanied by a representative from the Wyoming State Library, visited Sheridan, Thermopolis and Wheatland, Wyoming to obtain film footage and script content.

Ongoing: Local travel by production and content staff also included visits to about fifteen small eastern slope Colorado libraries.

The purpose of these trips was multiple:

To gain familiarity with the rural library situation.

To gather information on what information was most needed by the target audience.

To acquire input for specific scripts.

To locate interesting library programs to include in tapes as examples.

To film sequences at various locations for use in the programs.

To record comments and opinions at various locations for use in the programs.

Series Content

The first major content task was to isolate specific topics for the series. A potential list of about fifty topics was drawn up which was narrowed down to the ultimate sixteen topics by the following means:

-- Four state libraries and over twenty rural public libraries in a four-state area were asked specifically to review a preliminary topic list and comment on usefulness of suggested topics and/or add ideas for new topics.

-- The Content Committee was asked to advise on series content.

-- Finally, certain topics were included or rejected due to "visual appropriateness." It was felt that some topics, although of wide interest among working librarians, would not lend themselves to a visual presentation.

Individual Program Content

After determining topics, (a process which continued throughout the scripting phase), the next step was organizing content for each individual show. The Content Committee played an important role here. They were asked to refer project staff to other people, books, libraries and appropriate sources for additional information on each topic. Four topics would be "brainstormed" at each day-long Content Committee meeting. From the resulting list of people, places and ideas, the staff content coordinator went out into the region and gathered information for the program. In some cases comments from working librarians and experts on various topics were recorded for actual inclusion in the finished videotape. An audio script was then written for each topic, including suggestions for possible accompanying visual interpretation of the content. Between twenty and one-hundred man-hours were required for final audio scripting, including research of the topic. University of Denver graduate students working on "independent projects" and graduate research assistants contributed many of these man-hours. This "audio only" script was then given for content review to one or more librarians thought to be expert on the topic.

The next step in content development was for a staff person knowledgeable in production techniques to script the visual portion of the programs, with detailed instructions to the production crew concerning the types of film footage or slides to be taken. Finally, before a topic entered the actual production stage, librarians from the project staff reviewed the complete script to eliminate any inaccuracies in "library message." A flow-chart of the total project, including content and production phases is included as Appendix D.

The tapes incorporate examples of library situations from around the region. There are no"talking head" or "studio teacher" segments in the ACCESS series, although the ideas and comments of library "experts" are incorporated into each program.

B. Production

Decisions concerning production staffing, production techniques and equipment had to be made within the time and budget constraints of the project grant. Although an instructional television project like ACCESS cannot afford the technical and content standards of a commercial broadcast studio, the overriding production goal was to achieve the highest possible quality, in terms of both interest level and technical proficiency, within the grant parameters. During the initial previewing of tapes among librarians, high production quality was frequently cited as an outstanding aspect of the series.

In-House Production

The original proposal called for a production subcontract to the Federation of Rocky Mountain States in Denver. Upon closer evaluation of costs and production techniques it was decided to form an in-house production unit. In-house production offered two advantages. First, it allowed both content and production elements of the project to work in the same office area, facilitating greater communication throughout the production process. Secondly, since the final production technique chosen emphasized an "in-the-field" approach and did not require in-studio taping, sets, or complicated control-booth facilities, it was felt that in-house production would be less expensive than a subcontract for fully-equipped studio.

Production Technique

Referring back to the project's objective of providing programming that shared ideas on current topics, it was agreed by all project staff and the Content Committee that programming should not involve the "talking head" approach. It should, instead, emphasize a real library setting and practical examples from working librarians. A documentary style was chosen which could incorporate visual examples from a number of different locations into one program.

The production staff compared the costs of using film, videotape, or studio facilities and discussed the question of talent availability. It was decided that the most effective approach for the given budget would be to use 35mm slide and 16mm film visuals with a separate audio track. These three elements could be produced independently and combined onto 2" quadruplex masters in a short time in a commercial broadcast studio, thus using the expensive studio facilities only for the final assembly step. The separation of sound and visual elements of each program allowed a content person to go out first to visit a library or other location, perhaps taping some voices that could later be used in the soundtrack, without taking a film crew along. Transporting a film production crew was limited to situations where the crew knew exactly what was to be filmed since they had a completed

script in hand. In some locations they were able to film several different topics at once. The audio track could be produced separately and the film crew was free to arrange filming sessions on their own schedule, rather than at the time of an initial interview.

Two alternate production techniques which were rejected were: 1) the use of synchronized sound film. This would have been prohibitively expensive; and 2) the use of 3/4" portable color videotape cameras which, it was felt, would have been substandard quality technically. A high technical standard for each program has been maintained so that the maximum potential of distribution can be explored later. All tapes meet the technical qualifications for satellite, or commercial television transmission.

Panel Discussions

Four shows in the ACCESS series were produced in a different format from the documentary style. These were 40-minute panel discussions taped in a commercial studio. Introductory sections of these panels used the standard documentary style, incorporating illustrative film footage and slides. These four panel discussions covered topics that seemed more controversial than the rest of the series -- topics such as censorship which, it was felt, could be most effectively presented by hearing various opinions from several guests. Guests appearing on the panel programs donated their time to the project.

Staffing

A producer was hired full-time for the series, with additional help available in the form of a half-time professional on the production staff. The producer was responsible for overall production supervision and hiring additional staff. The half-time professional was responsible for visual scripting and general production advice. Graduate students from the University's Department of Mass Communications were employed on an hourly basis for all other production tasks. A total of 8 graduate students received production experience on the project. At full production, the crew included:

Producer/audio technician
Film director
Film cameraman
Film editor
Still photographer
Production coordinator

With full staffing it became possible to produce programs on the average of one every ten days.

It is difficult to detail the manhours per program of a project like ACCESS since each program within the series presented unique problems. Some required a minimum of film footage and studio time while others were far more intricate to produce. Crew members were hired at staggered intervals as the production schedule of the overall series increased pace. It is estimated that a total of 3,200 manhours were spent in the total field production work (up to the point of studio taping). This includes all of the production work for the twelve documentary shows and the introductory material for the panel discussion shows. This is a post-scripting manhour estimate only and does not include content research and scripting. (See the Content section for manhour estimates for research and scripting).

With two exceptions, no professional talent was hired to "act" in any program. Voices and people in each tape are volunteers from the University of Denver community or librarians in the Rocky Mountain region. One of the tasks requiring the most time was locating talent and identifying film locations. An advantage of the use of such volunteer help was that it served to publicize the project throughout the region. The two exceptions were the use of a paid moderator for the panel shows and the donation of time for reading certain audio track portions by an announcer from KOA television studio, Denver.

Equipment

Equipment leased for the project included a 16mm film camera with two 400' magazines, a complete quartz lighting system, a tripod, limited editing equipment, and a portable tape recorder for recording voices in the field. Short term rentals for certain stages of the project included a reel-to-reel tape recorder, and of course, the use of a commercial broadcast studio for final assembly. Still cameras were not leased since project photographers supplied their own. Total lease value of equipment that was used on a regular basis added up to nearly $4,000.

Study Guide

From the beginning, it was felt that certain information relevant to each ACCESS topic was "supplementary" to the video presentation itself, but was nevertheless important to the overall goal of the project. An ACCESS Study Guide has been developed to provide background information on the overall project and additional information for each program topic within the series. The ACCESS Study Guide includes the following elements:

An eight-page overview of the ACCESS series, its background and goals.

A program outline and statement of objective for each of the sixteen topics.

"Points for Discussion" for each topic, designed to serve as follow-up, or as guidelines for workshop leaders.

Bibliography of materials mentioned in each tape and additional general materials on the topic.

Evaluation forms in a self-mail format designed to elicit response from the field when ACCESS tapes are used.

Backup information for all sixteen tapes is included in each Study Guide. It is felt that this total series approach would eliminate the task of supplying individual guides for specific tapes and would serve as a means of informing the person who views one tape of the content of the other tapes in the series. The study guide also offered an opportunity to list all part-time personnel who worked on various phases of the project and all librarians whose time and ideas were so important to the project.

C. Evaluation

Evaluation of the ACCESS project has been a three-part process. Part one occurred during the scripting (pre-production) period and was conducted by project staff and Content Committee as an interactive process; that is, scripts were cycled through staff and content experts until approval was received. Each script was then produced as a video program and received a final screening prior to being shown at a field test site.

Part two was a process evaluation; we monitored the history of the project's development by documenting significant events that transpired and decisions that were made. Perceived reasons for these events and decisions and their effects on the accomplishment of project directives were noted. Estimates as to the performance and relationships of the production and content components of the project are part of this evaluation.

Field testing of videotape programs was the third part of the evaluation plan. A committee called together for the purpose of developing series content suggested several possible ways of utilizing the tapes in the field. These included:

a) Some states in the target region have groups of paraprofessional librarians connected with their state library associations; arrangements were made to test some tapes at

workshop meetings of these paraprofessional library staffs in the Spring of 1975.

b) Interest had been expressed in the training materials by continuing education consultants in state libraries and regional systems in states within the Mountain states and nationally. Using such state personnel to organize groups of library staffs for viewing and discussion of the tapes was recommended as a possible evaluation method.

c) Use of mobile units to transport tapes was another recommended ground distribution method. Such units have already been used with some degree of success for migrant education projects and for environmental education projects in the mountain west region, and possibility of leasing such a mobile unit through state agencies exists. The experiences of Utah, which has spent large amounts of LSCA funding on mobile library units, should be useful in following up this idea of distribution.

Based on these suggestions, one or more of the first several videotape programs were shown at two paraprofessional workshops sponsored by the Colorado Library Association; one of these took place in Grand Junction on Colorado's western slope, the other was held in Englewood, Colorado. The programs were also field tested at the annual convention of the Wyoming Library Association and at a meeting of the Telecommunications Round Table of the Colorado Library Association. Additionally, State Library staff from New Mexico and WICHE staff and consultants have viewed one or more programs.

The basic evaluation plan included three categories of information: 1) about the viewer's library and its users, 2) about the viewer himself/herself, and 3) about the viewer's acceptance of content (message) and production (audio/video). A protocol that is the basis for introductory remarks prior to showing any of the videotapes was developed and served to ensure a bias-free environment for the evaluation. After one or more videotapes are shown and the evaluation forms are collected, general discussion of the programs and the ACCESS project is encouraged and ACCESS staff members present are introduced.

Some basic decisions were made in preparation for the first field tests. There appeared to be three possible times at which evaluation forms could be distributed; before any program was shown, after each program was shown, or at the end of the final program shown. We decided that the latter two choices would be effective. The format is to hand out all the evaluation forms in one package after the first videotape is shown. The package contains two program evaluation forms if two videotapes will be presented.

For the questions to be answered after each program, we perceived two possible choices: 1) questions specific to the program, or 2) questions not specific to the program. For video/production evaluation, data are needed about each program, but not about content of each program. The question is whether content-specific questions produce useful information (about learning, for example) if no pre-test of knowledge or attitude is given. We believe that a pre-test is not appropriate to these non-formal, non-sequenced programs and that such tests lead to a negative attitude by viewers, thus reducing the likelihood of acceptance and use of programs and ideas presented in the programs.

These various decisions are reflected in the design of the evaluation forms; as a result of field experiences, two revisions of forms have already been made. (For the form used in the statistics reported below see Appendix E.)

User acceptance is the basic evaluation measure used with the ACCESS videotapes. We were interested in knowing the range of audiences that the programs would attract and hold, and the range of program usefulness perceived by viewers. Evidence of acceptance comes directly from the feedback by individual viewers and, indirectly, from state library personnel or from other librarians at the libraries represented. This acceptance measure is important because viewers had no incentive for attending the field test sessions other than their personal enthusiasm and commitment. The audience was not fixed but was different at every test site. In non-formal, non-curricular (non-sequential) test situations such as those in ACCESS phase one, rigorous evaluation of learning is neither possible nor appropriate.

Evaluation data is used by ACCESS content and production personnel as a quality control device. The philosophy is that of Taba, "much evaluation is actually continuous diagnosis accompanied by comparison of results."[2]

As of September 1975, about 450 librarians and library school students and faculty have viewed one or more of the 16 ACCESS programs. Some 16% of the librarians are estimated to be persons having Master's degrees in librarianship. We believe that most of these librarians are employed at state libraries, college or university librarians and regional or county libraries.

Some 260 written evaluations of the first three videotapes have been analyzed. Table 1 shows responses to the question: Compared to other programs of this type, dealing with libraries, would you say that the program you saw is:

	Among MLS Librarians	Among Non-MLS Librarians
Better than most	16	101
About the same as most that are good	17	62
About the same as most that are bad	--	1
Worse than most	1	--
I never saw any programs like this	1	10

One question on the evaluation form asked viewers, "does your library or does any agency in your community have videotape playback equipment?" We were pleasantly surprised to find nearly half of the viewers responding "yes" to this question.

In general, reaction from test states where the first of the ACCESS series has been shown are extremely positive. Overall evaluation data indicates that the tapes are, in most viewers' opinion, excellent and would prove "very useful" in such settings as "in workshops, short courses or, generally, as a means of refreshing ideas." In addition to formal evaluation, many comments in the field about one specific program have been more than encouraging--such as a Colorado librarian who commented after the showing of The Vertical File, "I've had a pile of junk in my office for years and I think now I know how to start doing something with it!" In short, we feel comfortable at this point in saying that the ACCESS Project has developed a needed product, that the tapes are successful in terms of content.

D. Dissemination Activities

Throughout the project yearthe ACCESS project has been publicized by means of public speeches or tape showings and through printed materials. The following dissemination activities helped to make the library profession aware of project progress:

Sept. 18, 1974 Margaret Goggin, Dean of the Graduate School of Librarianship, presented information on SALINET including the ACCESS project to the National Commission on Libraries and Information Science which held a regional hearing in Denver.

Oct. 13-17 '74 Margaret Goggin attended annual conference of the American Society for Information Science. Short SALINET presentation made including the ACCESS project.

October 26, '74	Ruth Katz and Jane John gave a presentation on ACCESS at an in-service workshop for the Denver Public Library's Southeastern region.
Dec. 18-20, '74	ACCESS project staff attended a meeting in Denver, Colorado of the Public Service Satellite Consortium which was recently formed to coordinate the needs of future public service satellite users nationally.
Jan. 29, 1975	Joint Presentation of ACCESS project staff with the Federation of Rocky Mountain States to the Boulder Valley School District in Boulder, Colorado. The future of video training programs in the library and the schools was discussed. An audio-visual presentation of the Federation's career education program for schools in rural areas and an oral presentation on the ACCESS project were made.
Feb.9-13, '75	Five day field trip to rural community libraries of Colorado's Western Slope. Jane John was accompanied by a librarian from the Three Rivers Library System.
March 18-20 '75	Field trip to Wyoming State Library and rural libraries of southeastern Wyoming by Ruth Katz, Jane John and two other members of the Project staff, accompanied by a Wyoming State Library representative.
March 25-27,'75	Field trip to New Mexico State Library and rural libraries of northeastern New Mexico by Ruth Katz and Jane John.
April 11, '75	Two tapes were shown and evaluated and the ACCESS project was discussed at a Paraprofessional Workshop of the Colorado Library Association--Grand Junction, Colorado (Mesa County Public Library).
April 18, '75	A tape was shown and the project discussed at a meeting of the Telecommunications Round Table of the Colorado Library Association, Denver, Colorado. (Librarians from around the state who get together periodically to discuss telecommunications activities in Colorado.)
April 27, '75	Tapes were shown and the project discussed at the Wyoming Library Association annual conference, Sheridan, Wyoming.
May 9, '75	Tapes were shown and the project discussed at a Paraprofessional Workshop of the Colorado Library Association, Englewood Public Library, Englewood, Colorado. (Eastern Slope counterpart to the meeting on April 11 in Grand Junction.)

May 18-21, 1975 Ruth Katz presented a paper on ACCESS at the National Computer Conference (Special Libraries Association) session in Anaheim, California.

July 22, '75 Paper on SALINET and on the ACCESS project presented jointly by Margaret Goggin, Dean of the Graduate School of Librarianship, and Ruth Katz, at a conference of the American Institute of Aeronautics and Astronautics.

August 7, '75 Public showing of ACCESS programs at the Graduate School of Librarianship. Letters of invitation were sent to all persons assisting and participating in production to date.

In addition to these public presentations of ACCESS tapes and discussions of the project, a mailing list of over 100 people who have expressed interest in the project have received periodic updates of project progress.

III. RESULTS

The primary result of the project year is the sixteen-tape series. There are twelve twenty-minute tapes of a documentary format and four forty-minute panel discussions which include introductory sections. The following is a list of programs including a brief statement of objectives for each:

Twenty-Minute Documentary Format

Services to Elementary Age Children. Objective: To share ideas from four libraries about non-competitive, participation-oriented programs for elementary-age children.

Public Relations. Objective: To stress that good public relations is a matter of filling unmet needs in the community. The tape shows how four libraries have done this and in so doing have built strong community support.

Science Questions Sometimes are Issue Questions. Objective: To point out that what may appear to be a science question may really be a question about a current issue and to suggest possible approaches for answering such requests.

Publicity. Objective: To look at different ways local radio and local newspapers can be used to publicize the library.

Vertical File. Objective: To provide brief information about the purposes and structure of the vertical file with emphasis on the type of materials to include in the file, their purpose, and access to them.

State Libraries: Materials, Manpower, Money. Objective: To give an overview of what services a typical state library can offer to other libraries in the state in terms of special collections and services, consultation and money in the form of grants.

Oral History. Objective: To give an overview of what is involved in undertaking an oral history project, including estimates of the staff, equipment, and time necessary.

Services for the Blind and Physically Handicapped. Objective: To explain the range of services available to those people who are temporarily or permanently unable to read and how an individual library can help serve this group.

Community Resource Files. Objective: To define the concept of a community resource file, discuss several different types, and indicate how a library might build such a file.

The Story Half-Hour. Objective: To present some basic techniques for working with preschoolers, including selecting materials, presenting a

story program, and dealing with problems that might arise.

Volunteers in the Library. Objective: To discuss five steps a library can take to develop an organized volunteer program and to touch on solutions to possible problems that could arise when using volunteers.

Determining the Library User's Need. Objective: To discuss some approaches a library staff can take in order to determine a patron's exact need.

Forty-Minute Panel Discussions

Where the Library Dollars Are. Objective: To discuss ways a small library can supplement its regular operating budget -- where funds are available and what approach the library should take to get funds.

Assessing Community Needs. Objective: To share some ideas on the hows and whys of total community analysis as a basis for providing library service.

Censorship. Objective: To discuss the basic philosophy of the freedom to read and give practical suggestions on handling censorship issues in the library.

School Library/Public Library Cooperation. Objective: To discuss various ways school libraries and public libraries can cooperate to provide better community-wide service, including problems that might arise.

IV. CONCLUSIONS

Project Impact

1. Need for Continuing Education Materials. As evidenced by reception of the project among librarians throughout the project year, there is a definite need for library continuing education materials which share ideas and seek solutions to common problems. In some instances such materials may be valuable not so much for the detail they present (which might as easily be obtained from print sources), as for their confidence-building and content review functions. A typical post-viewing comment from a librarian working in a one-person library located substantial distances from other libraries was, "It's not that I didn't know anything that was presented, but I'm awfully glad to know I was right!"

2. Primary Audience. Librarians new to the field of librarianship, those with little or no formal training, and those in remote geographical locations, seemed to be the ones most interested in the ACCESS series as evidenced by comments such as "I have just recently become librarian for a small government agency branch library and I want to start a vertical file. This (tape on vertical file) was extremely helpful to me," or "My past experience with library work is quite limited so this film (sic), for me, was an excellent introduction to the various types of jobs in the library," (tape Using Volunteers).

3. Secondary Audience. Much of the ACCESS series, although developed to meet the specific needs of non-degreed public librarians in the rural areas of the Rocky Mountain region, now seems likely to also be of interest to secondary audiences -- school librarians, librarians with professional degrees, library school students, librarians in other regions of the United States, etc. Although not fully evaluated on these secondary audiences, it is assumed that these other groups are able to look beyond the specific examples used in the tapes and benefit from the ideas and library philosophy presented. Obviously certain topics are more universal than others. For example, the tape entitled Using Volunteers has met with wide interest, probably because volunteer help is used in so many different library settings.

Production

1. Staffing. It is generally agreed among all project staff that the decision to produce as much of the series as possible "in-house" at the University of Denver, as opposed to subcontracting to a production studio, was a vital decision. Even with an in-house staff, tapes became better as production staff became more familiar with library trends and philosophy, and as content staff learned

more about production techniques.

For a project of this sort it is important that in-house staffing include either a producer with knowledge of the content to be covered or a content person with production background, or both. A production-oriented person should be involved at the proposal development stage of any project incorporating video production. If costs, equipment and staffing patterns for production are not clearly outlined from the start, much time can be wasted rearranging initial proposal plans. Production decisions can affect not only costs, staffing and time-frame, but also the type of content that can be successfully conveyed.

One of the most worthwhile aspects of ACCESS project staffing was the participation of students from the Graduate School of Librarianship and the Department of Mass Communications of the University of Denver. Not only did the use of part-time and graduate research students save on costs, but perhaps even more important, fifteen students received valuable on-the-job experience. Student participation is one of the main benefits of conducting a project like ACCESS in an academic environment. Additionally, the project brought the Graduate School of Librarianship a level of involvement in regional library activity not previously achieved.

2. Costs. Though every media production dictates its own special financial requirements, the ACCESS staff has come to some conclusions on baseline cost ranges for videotape productions of the type undertaken (twenty to thirty-minute slide/film/audio track productions utilizing a staff of producer, scriptwriter, film director, coordinator, photographer, film cameraperson and film editor).

-- One to four 30-minute programs: range of $5,100-5,900 per tape
-- Four to nine 30-minute programs: range of $3,970-4,370 per tape
-- Ten or more 30-minute programs: range of $2,440-2,640 per tape

These baseline estimates presume the use of students for many of the production roles. The figures do not take into account any special travel expenses or increase in supplies, or indirect costs of the University of Denver.

The high cost of one to four programs in contrast to the "over ten" figures reflect high initial start-up costs. It is extremely difficult to assemble a competent staff that works well together in the short period of time required to produce one program. To keep costs within the budgets that many library groups could afford, programming for continuing education might well be thought of in groups of programs. Or, if several library groups funded a project jointly, economies could be achieved.

V. RECOMMENDATIONS

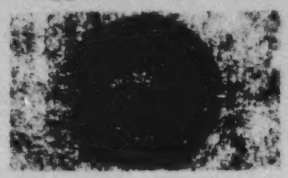
1. Data on the full range of usefulness of the ACCESS series has not yet been collected. It is recommended that this be done in order to make tapes available to all the various groups who might benefit from the series.
   (Funds for such a study have been awarded as a follow-on grant to the reported project year).

2. The ACCESS project staff, after considering appropriateness of the video format, chose not to produce certain topics on videotape. Definite interest in topics such as grantsmanship, circulation procedures, weeding and filing was expressed throughout the year by librarians visited on field trips, but were deemed difficult to convey visually and still hold audience attention. It is recommended that if continuing education packages of some sort are thought valuable for such topics, other media be explored for conveying the content.

3. Positive reaction to the quality of the ACCESS tapes by technically knowledgeable librarians confirms the project staff's belief that production of audio/video packages for continuing education should be centered in a few locations where staff experience and production capability are known to exist.

4. From the past year's experiences project staff has gained some insight into the educational needs of community librarians without M.L.S. degrees, but there is much more to be studied. National projects dealing with library continuing education such as the CLENE group may be able to act as an umbrella for a number of smaller research and demonstration projects which specifically address the needs of rural librarians.

Appendix A



COLORADO SEMINARY
UNIVERSITY OF DENVER
UNIVERSITY PARK • DENVER, COLORADO 80210

GRADUATE SCHOOL OF LIBRARIANSHIP

CENTER FOR COMMUNICATION AND INFORMATION RESEARCH (CCIR)

CCIR: Research & Publishing Unit of the Graduate School of Librarianship

WHAT IT DOES: CCIR develops ideas into proposals for research and training projects, and submits the proposals to funding agencies. CCIR carries out funded projects.

CCIR assists the Graduate School of Librarianship faculty and students to develop ideas for research and advises on methodology, report preparation, procedural details, etc.

CCIR exchanges ideas and cooperates with other departments and research units of the University and with libraries and library agencies throughout the Mountain States region.

AREAS OF CURRENT INTEREST: Education and Training
Management/Productivity/Evaluation
Video Applications

STAFF: Ruth M. Katz, Director
Jane John, Assistant Director

Diane Wilson, Dottie Hiebing — Research Associates

Don Cohen — Producer

Elaine Anderson — Graduate Research Assistant

OFFICES: Boettcher West, Rooms 111-115
Telephone - 753-3478

10/75

APPENDIX B

THE SCHOOL OF MINES AND INDUSTRIES, BALLARAT

Incorporating:
THE BALLARAT INSTITUTE OF ADVANCED EDUCATION
THE BALLARAT SCHOOL OF INDUSTRIES
THE BALLARAT TECHNICAL SCHOOL

GEAR AVENUE,
MT. HELEN 3350
VICTORIA

TELEPHONE BALLARAT 30 1800

Established 1870

s:oo/1

REF:TR/MMcI

8th September, 1975.

Ms. Ruth M. Katz,
Director,
Center for Communication and Information Research,
Graduate School of Librarianship,
University of Denver,
University Park,
DENVER, Colorado 80210. U.S.A.

Dear Ms. Katz,

I must apologise for the long delay in answering your letter of 30th June, 1975. Unfortunately the establishment of a new Department of Librarianship has kept me very specifically concerned with my own domestic problems.

I very much appreciate the interest you have shown, and the care you have taken to forward us information about your Access Video Project. As we are a Library School established within a rural setting in Australia we are also concerned about the problem of training for para-professional and non-professional library staff, and also for the difficulties of isolated librarians who are unable to update professional training. We should greatly appreciate it if you could continue to keep us in touch with your project and with further developments as they arise.

At our recent Biennial Conference we had considerable discussion about the presentation of professional library courses in the form of external studies. Such a course is currently being operated by the Riverina College of Advanced Education at Wagga Wagga, New South Wales. At the workshop it was suggested that the Library Association of Australia consider a research program to study methods of teaching for the very isolated library student. I believe that your project will be of continuing interest to us for this reason. Also I shall be examining the possibilities of utilising some of the video cassette-tapes which you mentioned are being packaged, and for this purpose I hope to discover where video-cassette receivers are available in isolated centres, and what form of videotape they are able to use. With this information in hand I can then contact you further.

One of the areas which we hope will be considered by a recent committee* established in Australia is the totally isolated library user. We have a number of family units living many hundreds of miles from library services and at this stage neither television nor access television would be available. This is an area which we believe needs considerable examination, but so far it has been neglected in favour of studies concerned with urbanization. Our Department of Librarianship thus will seek ways in which the problem of the isolated rural library user can be investigated. For these reasons I greatly appreciate the opportunity to exchange information and problems with you on your much more advanced program.

Yours sincerely,

Ms. Thelma Rungkat,
HEAD, DEPARTMENT OF LIBRARIANSHIP.

* Committee of Inquiry into Public Library Services (Chairman: A Horton)

State of Minnesota
Department of Education

Office of Public Libraries
and Interlibrary Cooperation
301 Hanover Bldg.
480 Cedar Street
St. Paul, Minnesota 55101
612/296-2821

October 7, 1975

Dr. Ruth M. Katz, Director
Center for Communication &
Information Research
Graduate School of Librarianship
University of Denver
Denver, Colorado 80210

Dear Dr. Katz:

I have been informed that a series of 16 color video tapes on new trends and techniques in librarianship has been produced by the ACCESS Video Project of the Satellite Library Information Network. While the tapes were designed for satellite transmission, I understand that the plan is now to distribute them via cable TV, video cassettes and public broadcasting facilities.

I would very much appreciate having my name added to the mailing list to receive announcements and information about these tapes and their availability.

Thank you for your assistance.

Sincerely,

Nowell Leitzke
Public Library Consultant

NL/rm

CALIFORNIA STATE LIBRARY
LIBRARY-COURTS BUILDING • P.O. BOX 2037 • SACRAMENTO, CALIF. 95809

TELEPHONE (916) 445-2383
TWX 910—367-3553

August 29, 1975

Dr. Ruth M. Katz
Project Director, ACCESS
Graduate School of Librarianship
University of Denver
Denver, Colorado 80210

Dear Dr. Katz:

Kindly send me more information on the ACCESS Video Project, which is described in the July, 1975 Update: Access Video Project.

Would we be able to borrow the packet of videotapes in order to preview them so as to decide whether we want to buy a set?

Yours sincerely,

Elisabeth Bruno

(Mrs.) Elisabeth W. Bruno
Research Librarian
Library Development Services

EB:py

SOUTH Dakota
Department of Education and Cultural Affairs

SOUTH
DAKOTA
STATE
LIBRARY

322 S. Fort
Pierre, SD. 57501
(605) 224-3131
1-800-592-1841

August 20, 1975

TO: Ruth M. Katz
Project Director, ACCESS
Graduate School of Librarianship
University of Denver
Denver, Colorado 80210

Dear Ms. Katz:

We read with interest your July, 1975, publication "Update: Access Video Project." The intented user group for your peoject is, not surprisingly, very like a major part of the public librarians in our state of South Dakota. Your project, as a whole, appears to be potentially very useful to us. We would appreciate further updates on this project as well as some more specific information on availability, i.e. will the tapes themselves be sold or loaned to SALINET states, will they be available for preview. And, finally, is it at all possible that these tapes will be transferred onto a 16mm format (a more accessable format in our state) as well as video tape.

Thank you.

Sincerely yours,

Ann Eichinger

Ann Eichinger
Public Library Consultant

AE:ed

United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

Ruth M. Katz, Director
Center for Communication and
Information Research
University of Denver
University Park
Denver, Colorado 80210

Dear Ruth:

Thank you for your letter anticipating our interest in the SALINET project. The Department of the Interior has over four hundred libraries in its national system, many of which are school libraries and media centers in the mountains-plains area, which is the focus of your experiment. We have for some time been concerned with telecommunication problems, including sattelite possibilities.

We are interested in seeing your programs and doing whatever proves feasible in evaluating them. Both of your major objectives, cost effectiveness and user group acceptance, are important to our planning.

We would appreciate knowing of planned meetings or workgroups established around the SALINET project in which we might participate and contribute.

Sincerely,

Mary

Mary A. Hutter
Director
Office of Library Services

CONSERVE AMERICA'S ENERGY

Save Energy and You Serve America!

THE CONTENT COMMITTEE

Subject-Area Specialists
Record of Field Accomplishments
Individual Resource Persons
Know the Series Objectives
Know the Target Audiences
Agree to Serve

→ WHO

Brainstorm Specific Topics
Agree on Topic Sequence
Help Identify Research Sources
Help Identify Locations & People
Contribute Ideas to Writers

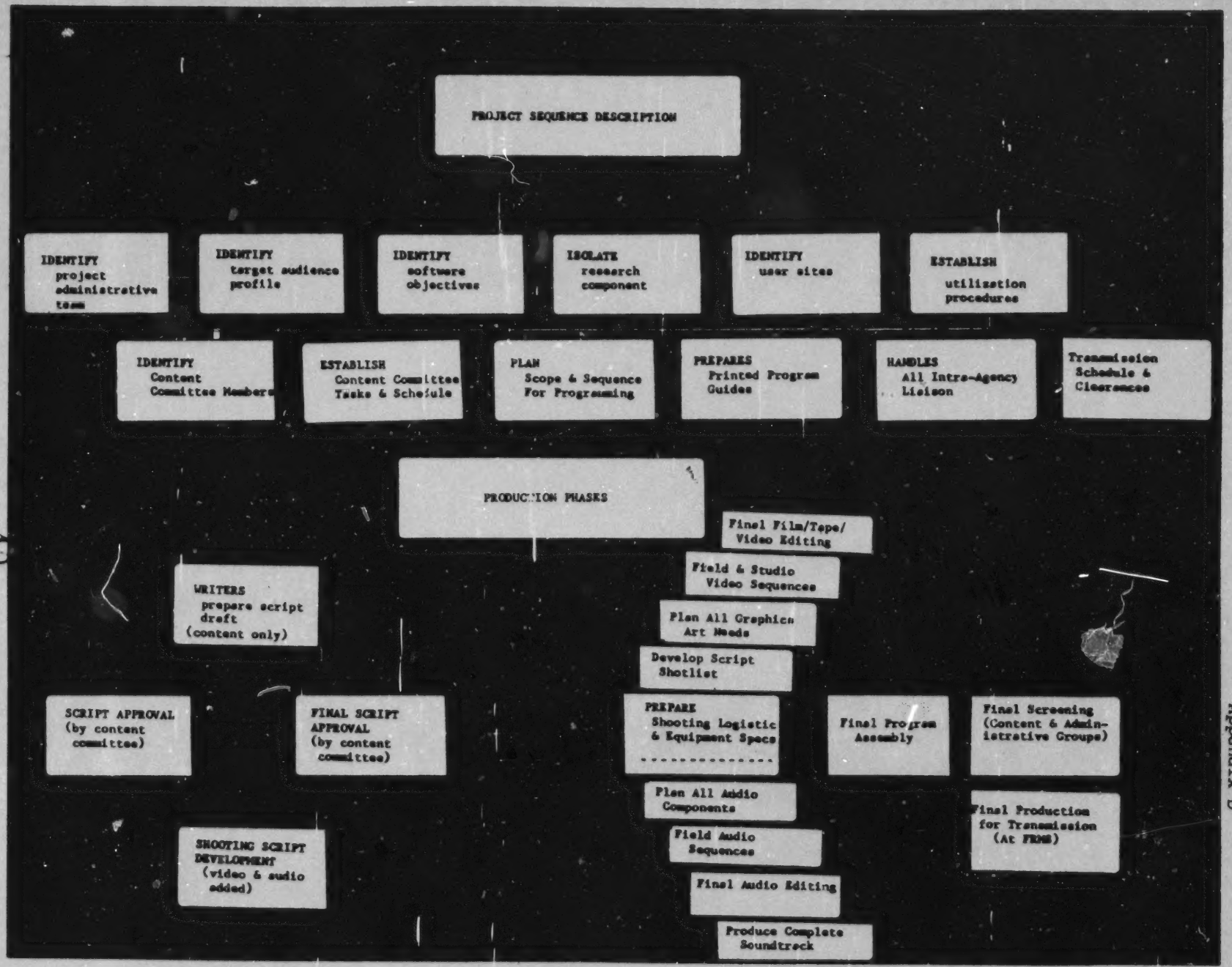
→ WORKS

Review Drafts of Program Scripts
Recommend Script Changes
Approve Production-Ready Scripts
View Final Program Assembly
Approve Final Program Assembly

→ GUIDES

Help Prepare Target Audiences
Help Design Printed Study Guides
Help With Evaluation Follow-up
Maintain Schedule of Deadlines

→ EVALUATES


PROJECT SEQUENCE DESCRIPTION
IDENTIFY project administrative team
IDENTIFY target audience profile
IDENTIFY software objectives
ISOLATE research component
IDENTIFY user sites
ESTABLISH utilization procedures
IDENTIFY Content Committee Members
ESTABLISH Content Committee Tasks & Schedule
PLAN Scope & Sequence For Programming
PREPARES Printed Program Guides
HANDLES All Intra-Agency Liaison
Transmission Schedule & Clearances
PRODUCTION PHASES
WRITERS prepare script draft (content only)
SCRIPT APPROVAL (by content committee)
FINAL SCRIPT APPROVAL (by content committee)
SHOOTING SCRIPT DEVELOPMENT (video & audio added)
Final Film/Tape/ Video Editing
Field & Studio Video Sequences
Plan All Graphics Art Needs
Develop Script Shotlist
PREPARE Shooting Logistic & Equipment Specs
Plan All Audio Components
Field Audio Sequences
Final Audio Editing
Produce Complete Soundtrack
Final Program Assembly
Final Screening (Content & Administrative Groups)
Final Production for Transmission (At FRMS)

Appendix E

ACCESS*

Library/ Viewer Information Form

(All replies will remain confidential. No data will be reported by individual, library or community)

* The Library In-Service Video Project---A SALINET Component Developed by the University of Denver, Graduate School of Librarianship with Funding from the U.S. Office of Education, Library Research and Demonstration Program (OEG 0-74 730).

Please tell us something about your LIBRARY AND its USERS

A1. Why do you think most of your users come to the library or bookmobile? (Please rank as many as apply in order of their importance.)

____ get information for personal use?
____ get information for school use?
____ get information for job/business use?
____ reading for pleasure?
____ place to study or do homework?
____ place to read their own books?
____ place to visit/exchange news with friends?
____ other? Please describe _____

A2. Please check the kinds of services your library provides. (Check as many as apply.)

____ children's programs (story hours, etc.)
____ facilities for listening to tapes and records
____ periodicals that circulate
____ special exhibits, displays, etc.
____ adult book discussion, film programs
____ art items that circulate
____ community or group meeting facilities
____ paperback browsing racks
____ microforms and microreaders
____ books in large type
____ file of pamphlets, catalogs, clippings
____ referrals to other sources in the community

A3. Have you identified any groups in your community who are unserved now or, in your opinion, could be better served? Please describe:

A4. How many paid staff members does your library have? ____

A5. How many hours each week is your library open? ____

A6. Does your library or does any agency in your community have videotape playback equipment? Please describe, if possible.

_____

Please tell us something about YOURSELF

B1. For how many years have you been working in libraries?

____ 1 - 3 years
____ 4 - 6 years
____ 7 - 10 years
____ more than 10 years

B2. Are you

____ in a county or regional public library?
____ in a branch of a county or regional public library?
____ in a town library?
____ in a school library/IMC/media center?
____ other? (Please describe.) _____
____ staff? ____ volunteer?
____ trustee? ____ administrator?

B3. How did you prepare for or become interested in library work?

B4. Please describe any activities in which you are working with other librarians in your community. Are any cooperative activities being planned now? Such as:

We'd like to have your comments. Please use the last page.

PROGRAM EVALUATION

Today's Date _____ Program Topic _____

P1. Compared to other programs of this type, dealing with libraries would you say that the program you saw

____ is better than most
____ is about the same as most that are good
____ is about the same as most that are bad
____ is worse than most
____

P2. What, if anything, about the program stands out in your mind?

P3. What, if anything, did you learn from the program that you did not know before?

To what degree do you think that this video program along with its supplementary printed materials would be useful?

	very useful	somewhat useful	somewhat useless	very useless
A. for you to use in public relations in your community, with community groups				
B. for you to inform trustees, local officials, etc., about library activities				
C. for orienting/training new staff members in your library				
D. for informing high school or college students about library work				
E. as a basis for discussion and exchange of ideas with other librarians				
F. in workshops, short courses or, generally, as a means of "refreshing" your ideas				

Your ideas, comments and questions are important to us. Please contact Ruth M. Katz, Graduate School of Librarianship, University of Denver, Denver, CO 80210, Telephone 303-753-3478. Thank you for your interest and help.

* The Library In-Service Video Project--- A SALINET Component developed by the University of Denver, Graduate School of Librarianship with Funding from the U.S. Office of Education, Library Research and Demonstration Program (OEG 0-74-7305)

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2. Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, 1962. p. 377.

UNIVERSITY OF DENVER

Access

Study Guide

Graduate School of Librarianship,
Center for Communication and
Information Research

Ruth M. Katz, Director

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Dear Viewer:

There have been many individuals, groups, library associations and state agencies who have cooperated fully with this project and without whom the ACCESS series might never have become a reality. We would like to acknowledge the countless hours of time donated to this project by people both within the Mountain Plains region and nationally: librarians who have donated their time and energy; actors and voices in the series all being volunteer talent; members of the ACCESS Content Committee who donated one day a month during the production phase to give content input on scripts; and members of the SALINET Board who have had confidence in the feasibility of eventual satellite transmission of continuing education programs. Finally, most of the library ideas expressed in the series are the ideas of practicing librarians in the region. In this sense the information presented in the ACCESS series is not new – it is a sharing of ideas among librarians.

Sharing is a continuous process. The ACCESS staff is interested in hearing from you about how you use the ACCESS tapes and this study guide. We are interested in further development of continuing education materials for libraries, but we need your input. Which tapes were most successful for you? How did you use them? Were there any tangible results that you saw from the tapes? If you have comments on the series, if you find a particular use for the tapes that is not mentioned in this guide, if you have suggestions for other topics that might be interesting for library continuing education, please let us know.

An evaluation form for the series is included in this study guide. The form asks you about your reactions to the tapes you see and about your ideas for future continuing education efforts of this type. Please take time to fill out this form. We are interested in hearing from planning personnel such as state library consultants as well as from community librarians who viewed the tapes.

Please contact me if you have any other comments or questions about the ACCESS series.

Sincerely,

Ruth M. Katz

Ruth M. Katz,
Project Director

INTRODUCTION

New Ideas for Changing Libraries.

It doesn't take a sociologist, political scientist, psychologist, or economist to tell us we live in a period of great change. We see it all around us in new products, new life styles, and new services. How to cope with these changes is a question for anyone concerned with the quality of life and the public institutions that support it.

As a staff member of a public institution, the role of the librarian today includes: using technology and change for its positive attributes; harnessing the knowledge unleashed by years of research and development and applying it to the environment around us; anticipating shifting information needs; and finally helping to make the library a cultural, social, and intellectual hub in a changing community. This is not an easy task.

One way individuals who work in libraries can keep up with change is through continuing education designed to improve the library's capacity for meeting a community's needs. Continuing education can provide the opportunity to update knowledge, skills, and techniques. It can define problems and offer possible solutions. It can provide a base for sharing among individuals working in libraries. Continuing education can help individuals turn change into a positive force within the library system.

Sharing Ideas Through Videotapes

The ACCESS Video Project is an attempt to package, on videotape, ideas and information on sixteen topics of current interest for use in a variety of continuing education settings. Although videotape is only one way of providing library continuing education, it offers several unique advantages. Videotape facilitates the sharing of examples from a number of libraries – it takes you on a library tour. A short tape can serve as an entertaining point of departure for group discussion. It can bring library experts from around the region together in one presentation. Finally, the tapes can be circulated among a large number of library groups.

Using the ACCESS Series

The ACCESS series is not designed to be viewed in any particular sequence, nor is it designed as part of any existing library education curriculum. Each tape stands alone as a treatment of one library issue or topic. This study guide supplements the tapes. You will find listed, for each tape, a program objective, a brief outline of program content, a bibliography of materials mentioned in the tape or thought to be useful for further study of the topic, a list of questions which can be used to facilitate further discussion on the topic before or after tape viewing, and a list of program participants. These participants include panelists and people who contributed valuable advice on script content.

Some possible ways that tapes in the ACCESS series can be used are:

- As points of departure for library workshops on state, regional or local levels.
- Within formal library education courses.
- As introductions to library topics for new library staff members, students, library board members, community groups, library volunteers or anyone interested in community libraries.
- As individualized self-instruction.

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SOME BASIC PROGRAM OBJECTIVES

The Series

ACCESS is an attempt to share, via the medium of videotape, some of the procedures, ideas and common problems that librarians working in small towns face. Designed as continuing education for staffs of public libraries in rural communities of the Rocky Mountain states, the ACCESS series attempts to better equalize library service to the citizens of the Rocky Mountain region by upgrading the skills and reducing the professional isolation of librarians in small communities.

The Project Year

The major objective of the initial project year, as stated in the funded proposal, was the production of instructional programming for library personnel. Efforts during the initial funding year were concentrated on producing the sixteen programs of the ACCESS series and the accompanying study guide. Programs were produced on two-inch quadruplex masters, capable of being dubbed to three-quarter inch videotape.

Preliminary field evaluation was conducted during the initial project year to determine the programs' usefulness to rural Rocky Mountain public librarians. Funds have been awarded for a second project year to concentrate on evaluating the tapes' usefulness to various audiences and to study distribution of tapes.

The Programs

Individual program objectives are:

Twenty-Minute Documentary Tapes

Community Resource Files. Objective: To define the concept of a community resource file, discuss several different types, and indicate how a library might build such a file.

Determining the Library User's Need. Objective: To discuss some approaches a library staff can take in order to determine a patron's exact need.

Oral History. Objective: To give an overview of what is involved in undertaking an oral history project, including estimates of the staff, equipment and time necessary.

Preschool Story Programs. Objective: To present some basic techniques for working with preschoolers, including selecting materials, presenting a story program, and dealing with problems that might arise.

Public Relations. Objective: To stress that good public relations is a matter of filling unmet needs in the community. The tape shows how four libraries have done this and in so doing have built strong community support.

Publicity. Objective: To look at different ways local radio and local newspapers can be used to publicize the library.

Science Questions Sometimes are Issue Questions. Objective: To point out that what may appear to be a science question may really be a question about a current issue and to suggest possible approaches for answering such requests.

Services for the Blind and Physically Handicapped. Objective: To explain the range of services available to those people who are temporarily or permanently unable to read and how an individual library can help serve this group.

Services to Elementary-Age Children. Objective: To share ideas from four libraries about noncompetitive, participation-oriented programs for elementary-age children.

State Libraries: Materials, Manpower, Money. Objective: To give an overview of what services a typical state library can offer to other libraries in the state in terms of special collections and services, consultation and money in the form of grants.

Vertical File. Objective: To provide brief information about the purposes and structure of the vertical file with emphasis on the type of materials to include in the file, their purpose, and access to them.

Volunteers in the Library. Objective: To discuss five steps a library can take to develop an organized volunteer program and to touch on solutions to possible problems that could arise when using volunteers.

Forty-Minute Panel Discussions

Assessing Community Needs. Objective: To share some ideas on the hows and whys of total community analysis as a basis for providing library service.

Censorship. Objective: To discuss the basic philosophy of the American Library Association's "Freedom to Read Statement" and give practical suggestions on handling censorship issues in the library.

School Library/Public Library Cooperation. Objective: To share ways libraries have developed cooperative programs, and to point out issues, trends and possible problems involved with public/school library cooperation.

Where the Library Dollars Are. Objective: To discuss ways a small library can supplement its regular operating budget – where funds are available and what approach the library should take to get funds.

PREPARING TO USE ACCESS SERIES

ACCESS tapes have been produced on three-quarter inch color cassettes. Documentary tapes are approximately twenty minutes long; panel discussions are approximately forty minutes long; the ACCESS demonstration tape is fifteen minutes long.

1. Planning the Viewing Session:

- Look at the topic outline and program objective listed in this guide for each tape in the series to see which tapes might help meet your needs.
- Answering the following questions might help you decide the best use of **ACCESS** tapes for your purposes:
  - Are the tapes to be used in a one-time workshop or as part of a multi-session continuing education effort?
  - What other continuing education components might augment the effectiveness of tapes (such as a speaker, discussion, role playing, additional reading, other audio-visual presentations, refreshments)?
  - To whom will tapes be shown (new staff, volunteers, community librarians, trustees, general public)?
  - If you are a workshop leader, have you previewed the tape to see that it meets your needs and to help you plan your total workshop session?
  - If you will be encouraging post-viewing discussion of the topic covered in the tape, have you read the discussion questions provided in this guide or developed other questions that meet your unique needs?
  - Does your library have any of the materials listed in the *Related Materials* section of this guide?

2. Equipment You Will Need:

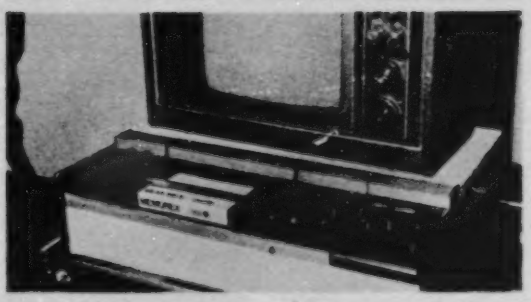
- Monitor. You will need a color-capable video monitor or a color-capable TV set with an RF adapter. It is possible to view **ACCESS** tapes on "black and white only" capable monitors or playback units if no color equipment is available in your community.
- Videotape Playback Unit. You will need a unit designed for three-quarter inch color cassettes. A unit with "playback only" capability is adequate (some are capable of both playback and record).
- Power. Both the monitor and the playback unit will need to be plugged into ordinary wall current. You may need "three-prong to two-prong" adapters for this purpose.
- Connector Cable. A special connector cable will be necessary for connecting the monitor to the playback unit.

3. Locating Equipment for the Viewing Session:

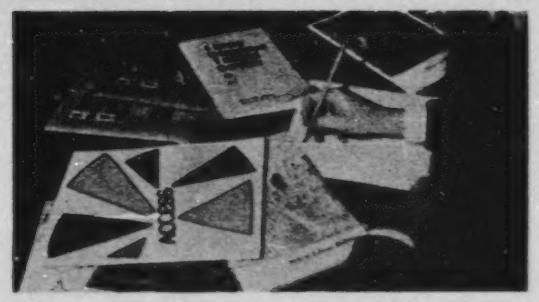
- If your library or library system does not own videotape equipment, try borrowing equipment from, or going to, the following sources:
  - Local police and fire departments often have videotape equipment for staff training purposes and may be happy to loan it to you or arrange a viewing session.
  - More and more school systems are purchasing videotape equipment.
  - A church, civic organization, historical society or other community group may have video equipment.
  - If your town has a cable or other television studio, they might let you view a tape in their facilities.

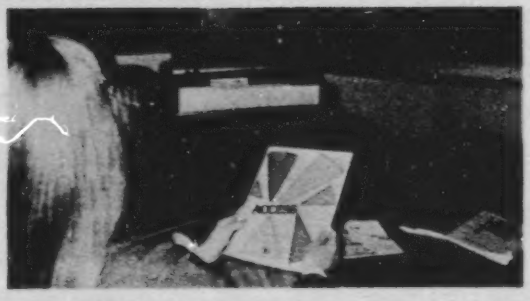
4. The Viewing Environment:

- Ideally, each viewer should sit no more than twenty feet from the monitor for best visibility.
- Try to elevate the monitor, such as on a portable A-V cart, so that everyone can see.
- A darkened room is helpful, but not essential, for best viewing.



WATCHING AN ACCESS PROGRAM





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1. Suggestions for Viewers:

- It isn't necessary to take notes on resources mentioned in a tape as you view it since these are included in this guide under the ***Related Materials*** section of each program unit.
- You will probably grasp the concept of each tape on one viewing, but librarians, in preliminary evaluation, have found it helpful to view a tape more than once to note details.

2. Play the Tape:

- Be sure the power is on for both the videotape machine and the monitor.
- Note the operating instructions inside each cassette case, being sure that any slack in the tape is taken up by following these instructions.
- Insert the tape cassette into the machine and press "start."
- Be sure that, if the monitor has settings for TV and VTR, the VTR setting is selected. (TV is a setting you would use to receive regular broadcast television signals on your monitor).
- Adjust color level and sound level as the color stripe pattern appears on the set or play a short portion of the tape to be sure these levels are appropriate. Press "stop" and after the tape has come to a complete stop, press "rewind" to reset the tape at the beginning if you have run a short portion of it. Now you are ready to show the tape for the viewing. You may want to turn the volume down while the tone comes on during the stripe pattern and adjust it when the picture starts.
- If at any point you want to stop the tape (perhaps on a second viewing when you are scanning for specific points), press "stop." You can rewind a short distance, press "stop" again, and replay a section.

WHEN THE PROGRAM HAS ENDED

1. Turn Off Videotape Machine:

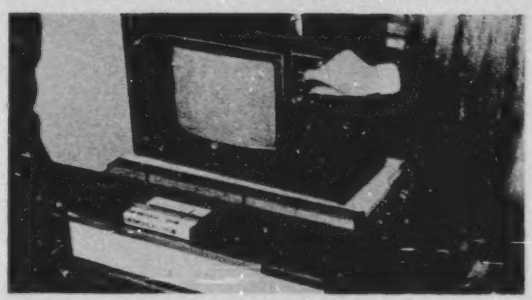
- Press "stop" and allow tape to stop completely. (Never stop tape by turning off machine power while machine is in "forward" or "rewind" mode.)
- Press "rewind" and return tape to the beginning.
- Eject cassette from machine.
- Turn the power off in both the monitor and the videotape machine.

2. Discussion and Related Materials

- ACCESS tapes present examples of how some librarians deal with library issues or procedures. If some of the ideas presented seem potentially useful to your library, you may want to tailor the ideas to your own library situation, perhaps discussing the possible implementation of the ideas in a post-viewing session.
- It has been proven that post-viewing discussion of audiovisual materials greatly enhances the learning experience. Questions designed to guide such discussion can be found in this guide for each program unit.
- Each program unit also contains a list of related materials. These materials are not intended to present an exhaustive coverage of the topic. Rather, they are materials mentioned in the tape and in some cases are general works on the topic that were used in preparing the tape.

3. Tape and Equipment Care:

- Store the cassette in its proper case. Be sure to note the tape care instructions in the case.
- Be sure the tape is properly labeled with title and ownership.
- It's a good idea to note on the tape the number of times it has been played. (If a dub is ever made of a tape it would be wise to use the tape which has been played the least.)
- Videotape equipment is somewhat sensitive. Avoid jarring or moving equipment more than necessary. You may want to keep your equipment in one place, perhaps on an A-V cart, if it belongs in your library.



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PROGRAM UNIT
Community Resource Files

THE OBJECTIVE

To define the concept of the community resource file, discuss several different types, and indicate how a library might build such a file.

PROGRAM OUTLINE

- The concept of referral centers
- Types of community resource files
  - Human resources
  - Field trip suggestions
  - Agencies
- Developing a community resource file
  - Why write it down
  - Locating resources
  - Organizing the file
  - Keeping the file up to date
  - Publicizing the file

TOPICS FOR DISCUSSION

PURPOSE OF THE FILE

Allie Beth Martin, Director of the Tulsa City-County Library, has said, "Today's library can be not only an information center but a learning center as well, with special emphasis on the out-of-school adult." In what ways could a library's community resource file help to make the library a total learning center? What adult education needs could a community resource file help to serve?

TIME AND EFFORT INVOLVED

In what ways could the time and effort involved in establishing, developing and maintaining a community resource file be minimized and/or shared with other community groups?

COORDINATION WITH OTHER LIBRARY ACTIVITIES

How might the development of a community resource file be compatible with other library activities (for example an oral history project, a community assessment project or a volunteer program)?

COMMUNITY-WIDE REFERRAL

What other organizations in your community attempt to satisfy information needs? What would be the most efficient way to pool these information sources and to ensure continued updating of the information?

PROCEDURES

Describe how you would administer a community resource file, keeping in mind the following four steps that were mentioned in the tape:

- Locating resources
- Organizing the file
- Weeding the file
- Publicizing the file

INFORMATION NEEDS

How would the information needs vary for each of the following groups and how might a community resource file reflect these varying needs?

- Senior citizens
- Newcomers/transients
- Bi-cultural and/or bi-lingual persons
- Low-income persons
- Middle-income persons

RELATED MATERIALS

Jolliver, Berenice. "Fort Vancouver Regional Library Strikes Gold with a "People Index." *Library News Bulletin*, v. 40 (Jan. – March, 1973). Olympia, Washington: Washington State Library.

The Library as a Community Information and Referral Center. Library Service Guide No. 2. 1974. Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University. Free.
Excellent coverage of the procedures for setting up information files including sample forms, sample subject headings, planning and publicity.

PARTICIPANTS

Dorothea Hiebing, formerly Childrens Services Consultant, Three Rivers Library System, New Castle, Colorado.

Helene Linkon, formerly Community Resource Specialist, Cherry Creek Public Schools, Denver, Colorado.

Mesa County Public Library, Grand Junction, Colorado.

Norfolk Public Library, Norfolk, Nebraska.

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PROGRAM UNIT
Determing the Library User's Need

THE OBJECTIVE

To discuss some approaches a library staff can take in order to determine a patron's exact need.

PROGRAM OUTLINE

- Finding out specifics
  - Going from the general to the specific
  - Helping the patron rephrase a request
- Creating the right atmosphere
- Interviewing the library user
  - Avoiding speculation
  - The two-part question
  - Telephone reference

TOPICS FOR DISCUSSION

ATMOSPHERE

Arthur Brayfield, in ***Readings in Modern Methods of Consulting,*** has said, "In any discussion of interviewing you will be told that it is necessary to establish rapport. This is a technological term which merely describes the prevailing climate that is achieved and maintained throughout the interview. It implies a harmonious atmosphere in which two people can work together successfully." How can librarians create a "harmonious atmosphere" for patrons needing assistance? Consider the personal elements required as well as the physical environment.

PUBLICIZING REFERENCE SERVICES

In what ways could your library's reference service and philosophy be publicized to the whole community – especially to segments of the community not already using the service?

SOURCES OF INFORMATION

Consider a situation in which you were asked for information about a subject you had never heard of before. How would you respond to the patron and what would be the first source you would refer to?

VAGUE QUESTIONS

What are some reasons a library patron may be vague or unsure when asking for assistance and how could you help the patron define his or her need more precisely?

STAFF TIME

How much staff time should be spent in answering one reference question? Should a library have policies limiting time to be spent?

RELATED MATERIALS

Jahoda, Gerald and Paul Olson. "Analyzing the reference process." ***RQ,*** **Vol. 12 (Winter, 1972): pp. 148-156.**

Kahn, R.L. and C.F. Carrel. ***The Dynamics of Interviewing.*** **New York: John Wiley, 1957. $12.50.**

Katz, William A. ***Introduction to Reference Work,*** **Vol. II. 2nd ed. New York: McGraw-Hill, 1974. $8.95.**
Volume II of this standrad work discusses the reference process and reference service.

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PROGRAM UNIT
Oral History

THE OBJECTIVE

To give an overview of what is involved in undertaking an oral history project, including estimates of the staff, equipment and time necessary.

PROGRAM OUTLINE

- Importance of oral history
  - Oral history in the larger context of local history
  - Why a library might record oral history
- Essential items for an oral history project
  - Equipment
  - People
- Example of an oral history project interview
  - Do's and Don'ts for the interviewer
  - What to do with the finished tape

TOPICS FOR DISCUSSION

ORAL TRADITION

How does oral tradition differ from written tradition?

LOCAL HISTORY

How could an oral history project relate to the objectives of your total library program? How does oral history fit into the larger picture of local history?

FACT VS. FEELING

Edward Crankshaw, who edited the tapes made by Nikita Kruschev which were published in ***Kruschev Remembers,*** says, "The chief value of the memoirs . . . lies not in the facts they offer but in the state of mind they reveal . . ." In what ways might this comment hold true for a library's oral history project?

COST

Pretend you are starting an oral history project. What costs will be involved and how could you minimize these costs?

INTERVIEWING

The interviewing process is one of the most important phases of an oral history project. What could you do to make certain that this phase is carried out with sensitivity and efficiency?

PURPOSE

Most libraries do not produce books. Should libraries produce oral histories? Why?

RELATED MATERIALS

Baum, Willa K. *Oral History of the Local Historical Society.* 2nd ed. Nashville: American Association for State and Local History, 1971. Paperback. $3.00.

Tresner, Charlene. *Preservation of Local History.* Unpublished. (Available from: Fort Collins Public Library, 200 Mathews St., Fort Collins, Colorado 80521. At cost of reproduction.)
A short set of notes and practical hints used by one library to train volunteers to conduct an oral history project.

Walters, Barbara. *How to Talk with Practically Anybody about Practically Anything.* New York: Dell Publishing Co., 1971. $1.25.
Excellent hints on interview techniques.

PARTICIPANTS

Englewood Public Library, Englewood, Colorado.

Mr. and Mrs. Millard H. Ewing, residents, Fort Lupton, Colorado.

Ruby Preuit and Lois Bird, Librarians. Wheatland, Wyoming.

Charlene Tresner and Larry Webber, Librarians, Fort Collins Public Library, Fort Collins Colorado.

Alice Washington and Martha Lesher, Librarians, Mesa County Public Library, Grand Junction, Colorado.

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PROGRAM UNIT
Preschool Story Programs

THE OBJECTIVE

To present some basic techniques for working with preschoolers including selecting materials, presenting a story program, and dealing with problems that might arise.

PROGRAM OUTLINE

- Selection guidelines for books
- Designing a storytelling session
  - Length
  - Techniques for keeping the children's attention
  - Sources for ideas
- Handling problems that might arise
- Example of a storytelling session

TOPICS FOR DISCUSSION

PURPOSE/JUSTIFICATION

The story program for preschool children is among the traditional programs provided by many community libraries. Imagine that you were considering beginning an ongoing story program in your library. Describe how you would justify the idea to your library board keeping in mind the following: purpose of the program; the cost in terms of staff time and materials; the benefits of the story program for the children, for the library and for the total community.

ENVIRONMENT

In what ways can library staff members create a library environment that is enjoyable for preschoolers? How can staff members help preschoolers feel comfortable while at the same time satisfy the needs of adult patrons who perhaps require a quiet environment and privacy in which to work?

VOLUNTEERS

The tape suggests that you use the "best" volunteers to help with or conduct story programs. What skills and abilities would be necessary for this? How much responsibility should be given to a volunteer for planning and carrying out a program? What special training and evaluation might be required?

PLANNING A STORY SESSION

Imagine you are a volunteer or staff member assigned to give a story program next week. Choose a theme for the session and describe how you would plan the session. What resources could you consult? What preperations can you make beforehand? What materials will you need?

BOOK SELECTION

Picture books form the basis of many preschool programs. How would you select picture books for a preschool program and how would you know if the ones you chose were successful?

RELATED MATERIALS

Calendar. $5.00 fee to be placed on mailing list. (Available from: The Children's Book Council, Inc., 175 5th Ave., New York, N.Y. 10010.)
Information on inexpensive posters, bookmarks, bibliographies for reading programs, sample themes for story programs, articles and more.

Foster, Joanne, Comp. *How to Conduct Effective Picture Book Programs: A Handbook.* New York: Children's Book Council, Inc., 1967. n.p. (A revised edition of this should be available in 1975.)
Gives details on how to train volunteer readers, themes for a story program, ideas for finger plays, handling problems, publicizing your story program and more.

The Pleasure is Mutual: How to Conduct Effective Picture Book Programs. New York: Children's Book Council, Inc.
Film which accompanies the above booklet.

Siks, Geraldine B. *Creative Dramatics, an Art for Children.* New York: Harper-Row, 1958. $11.95.
A standard work which provides the philosophy behind creative dramatics as well as suggestions for activities for children. Bibliography included.

PARTICIPANTS

Lois Bird, Librarian, Platte County Public Library, Wheatland, Wyoming.

Linda Hay, Head of Youth Services, Longmont Public Library, Longmont, Colorado.

Annette Milliron, Librarian, Douglas County Public Library, Castle Rock, Colorado.

Georgia Shovlain and the staff, Fulmer Memorial Library, Sheridan County, Wyoming.

Suzanne Williams, Volunteer Story Reader, Longmont Public Library, Longmont, Colorado.

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PROGRAM UNIT
Public Relations

PROGRAM OBJECTIVE

To stress that good public relations is a matter of filling unmet needs in the community. The tape shows how four libraries have done this and in so doing have built strong community support.

PROGRAM OUTLINE

- A library taking an active role in an energy-impacted community.
- "Out of the stacks and into the streets" (or person-to-person public relations efforts).
- A library turned community center.
- Community involvement with a library's folklore project.

TOPICS FOR DISCUSSION

COMMUNITY ACTIVITIES AND THE LIBRARY

What events or activities are coming up in your community with which the library could become involved? What could your library contribute to these events or activities which no other organization or group could contribute?

PUBLIC RELATIONS AND IMAGE MAKING

If public relations is "image making," as many people believe it is, what image of your library do you want to extend to your community? Are you aware of the image the library now has and is this different from the image you would like to extend? Describe the ways you would attempt to present your image of the library to the community.

DETERMINING THE COMMUNITY'S UNMET NEEDS

If library public relations "is a matter of filling unmet needs of the community" as the tape states, the first step would be determing what those unmet needs are. How might you go about this?

SERVICE VS. PUBLIC RELATIONS

The librarian in Thermopolis, Wyoming believes that library administrators can no longer afford to sit and watch the library operation work; but, rather, they need to go out into the community and show what services the library has to offer. There are obvious staffing and time problems inherent in this philosophy. Describe how you could overcome these problems so that you wouldn't sacrifice good service for good public relations.

NON-USERS

How can public relations help the library reach people who don't normally use the library?

RELATED MATERIALS

Rice, Betty. *Public Relations for Public Libraries.* New York: H.W. Wilson, 1972. $8.50. Excellent coverage of many aspects of both public relations and publicity.

PARTICIPANTS

Maryanne Brush and Terry Bailey, Librarians, Evergreen Regional Library, Evergreen, Colorado.

Dorothea Hiebing, formerly Children's Services Consultant, Three Rivers Library System, New Castle, Colorado.

Larry Marcott, Librarian, Hot Springs County Public Library, Thermopolis, Wyoming.

Ruby Preuit and Lois Bird, Librarians, Platt County Public Library, Wheatland, Wyoming.

Georgia Shovlain, Librarian, Fulmer Memorial Library, Sheridan County, Wyoming.

PROGRAM UNIT
Publicity

THE OBJECTIVE

To look at different ways local radio and local newspapers can be used to publicize the library.

PROGRAM OUTLINE

- Ideas for weekly radio programs
  - Relate library news to people and events in your town
  - Relate library materials to current events
  - Interviews
- Other ways to publicize
  - Public service announcements
  - News stories
  - Writing a newspaper story

TOPICS FOR DISCUSSION

DEFINING THE LIBRARY'S IMAGE

Define the philosophy or "feeling" of your library that you want to extend to your community through use of publicity. How could you best express this "feeling" to specific groups in your community (e.g., young adults, ethnic groups, senior citizens)?

EVALUATION

If the ultimate goal of your publicity program is to "get the word out," how can you evaluate whether or not – or to what extent – you are achieving your goal?

JOURNALISM

Perhaps one reason some librarians don't become more involved in producing publicity for their libraries is because of their lack of knowledge of the mechanics of journalism. How could you sharpen your own publicity skills or find someone else to produce the publicity for your library?

NEWSPAPER PUBLICITY

A traditional form of library publicity in rural areas is the weekly newspaper column written by the librarian. How would you find out which people you were reaching through this column? What might you do to reach more or different people in your community via the newspaper?

INVOLVING TRUSTEES AND FRIENDS

In what ways could you involve the library's board of trustees and/or the friends of the library in your publicity program?

LIBRARIES AND RADIO PROGRAMMING

What types of radio programs could you produce that would be pertinent to the needs and interests of your community and also would logically come from the library?

RELATED MATERIALS

The Associated Press Broadcast News Style Book. 1972. $1.00 (Available from: Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020.)
This booklet is designed to "Help writers and editors come up with strings of pearls – simple declarative sentences that will have an impact on the ear."

Associated Press Stylebook. 1970. $1.00. (Available from: Traffic Dept., Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020.)
Guide to correct punctuation, capitalization, and style for writers.

If You Want Air Time: A Handbook for Publicity Chairman. 1973. Free. (Available from: National Association of Broadcasters, Public Relations Dept., 1771 N. Street, N.W., Washington, D.C. 20036, or any member radio or television station of the National Association of Broadcasters.)
Short pamphlet on preparing radio announcements.

Rice, Betty. *Public Relations for Public Libraries.* New York: H.W. Wilson, 1972. $8.50.
Excellent coverage of many aspects of both public relations and publicity.

Tips from Clip. (Available from: Coordinated Library Information Program, Inc., Box 1437, Madison, Wisconsin 53701.)
An occasional newsletter which shares slogans and publicity ideas from many libraries.

TV Spots: 100 Ideas on How to Get Free Time on TV with Newsclips and Public Service Announcements. Free. (Available from: Modern Talking Picture Service, 4 Nevada Drive, Lake Success, New York 11040.)

PARTICIPANTS

Ruth Aubuchon, Public Information Officer, Wyoming State Library, Cheyenne, Wyoming.

Terry Bailey and Maryanne Brush, Librarians, Evergreen Public Library, Evergreen, Colorado.

Steve Lawrence, Public Information Office, Denver Public Library, Denver, Colorado.

Ruby Preuit and Lois Bird, Librarians. Platte County Public Library, Wheatland, Wyoming.

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PROGRAM UNIT

Science Questions Sometimes are Issue Questions

THE OBJECTIVE

To point out that what may appear to be a science question may really be a question about a current issue and to suggest possible approaches for answering such requests.

PROGRAM OUTLINE

- Analyzing the Question
  - Science questions often involve current issues
  - A typical issue question
- Sources of Information
  - Companies
  - Government publications
  - Government Agencies
  - Public interest groups
  - Other written sources
  - Computer searching

TOPICS FOR DISCUSSION

RESOURCES

How can you keep up with the current issues in your community which are science-related? What individuals, agencies, and community groups in your area could help you obtain science information?

REGIONAL AND STATE LIBRARY ASSISTANCE

In what ways can regional or state libraries be of assistance in obtaining science-related information? How might you encourage your cooperative library system and/or state library to be of more assistance to you in this area?

LIBRARIAN'S KNOWLEDGE OF SCIENCE

What suggestions would you make to a community librarian who has a broad background in the humanities but who wants to begin building his or her knowledge of current science issues and resources? Is a lack of science knowledge a detriment to a librarian who is working with a science-related question? Why or why not?

CONTINUING EDUCATION IN SCIENCE-RELATED FIELDS

What types of library or nonlibrary continuing education opportunities are available in your area or state which would help you in obtaining the knowledge necessary for working with science-related questions and materials? If you do not know what opportunities are available, how can you find out?

COMPUTER SEARCH

Can you obtain a computer search in your region or state? If you do not know where such a service is available how would you go about finding out? In what instances might a computer search be valuable?

RELATED MATERIALS

Applied Science and Technology Index. New York: H.W. Wilson, Monthly except August. Subscription price: service based.
Cumulative subject index to some 200 American and English periodicals in aeronautics, automation, chemistry, construction, electricity and electrical communication, engineering, geology and metallurgy, industrial and mechanical arts, machinery, physics, transportation, and related subjects.

Biological and Agricultural Index. New York: H.W. Wilson, Monthly except August. Subscription price: service based.
Detailed subject approach to the literature covered in about 146 English language periodicals. Many basic articles indexed here will also be found in *Biological Abstracts.* The list of periodicals indexed varies radically from the list in *Agriculture Index.*

Chemical Rubber Company Handbook of Environmental Control. Richard G. Bond and Conrad Straub, eds. Cleveland, Ohio: Chemical Rubber Co. 4 vols.
Although mentioned in the tape, this work may be too expensive and technical for a small library. *Fundamentals of Ecology,* by Odum, or *The Complete Ecology Factbook* are recommended instead as one-volume treatments of a number of environmental topics.

The Complete Ecology Factbook. Edited by Phillip Nobile and John Deedy. New York: Doubleday, 1972. $10.00.
Small handbook with good background information on various environmental topics such as noise, water, air and wildlife. Includes bibliography.

Conservation Directory, 1973. Washington, D.C.: National Wildlife Federation, 1973.
List of organizations, agencies and officials concerned with natural resource use and management.

Council of Planning Librarians. Exchange bibliographies. (Available from: Council of Planning Librarians, Exchange Bibliographies, Box 229, Monticello, Illinois 61856.) Prices vary from $1.00-$5.00.
Extensive bibliographies on specific aspects of conservation, environment, etc.

A Directory of Information Resources in the United States Federal Government. Washington D.C.: National Referral Center, Science and Technology Division. n.p. (Available

from: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.)
Provides names, addresses and brief descriptions of information resources of the federal government in all subject areas.

Engineering Index. New York: Engineering Index, Inc.

Environmental Abstracts. (formerly Environmental Information Access). New York: Environmental Information Center, Monthly; bi-monthly May-August.

McGraw-Hill Encyclopedia of Science and Technology: an International Reference Work. 3d. ed. New York: McGraw-Hill, 1971. 15 vols. $295.
Comprehensive encyclopedia covering all branches of science and technology, except for the behavioral and medical sciences. Articles are written at the level of the intelligent layperson. Biographical and historical articles are excluded. Kept up to date by the *Yearbook,* $27.50 or $15.90 to owners of the main set.

Monthly Catalog of U.S. Government Publications. Washington, D.C.: Supt. of Documents, Monthly.

Odum, Eugene P. *Fundamentals of Ecology.* 3d. ed. Philadelphia, Pa.: Saunders, 1971. $11.75.
One-volume text on ecology.

PARTICIPANTS

Kay Collins, Conservation Library, Denver Public Library, Denver, Colorado.

Roberta Gillies, University of Denver, Graduate School of Librarianship. Responsible for script development.

John Lattimer, Environmental Protection Agency, Regional Office, Denver, Colorado.

PROGRAM UNIT
Services for the Blind and Physically Handicapped

THE OBJECTIVE

To explain the range of services available to those people who are temporarily or premanently unable to read and how an individual library can help serve this group.

PROGRAM OUTLINE

- Types of services available
  - Talking books from the Library of Congress
  - Individual state library projects
  - Talking magazines
  - Large-print books
  - Materials in braille
- Circulation of the materials
- Eligibility for these services
- The librarian's role in helping blind and physically handicapped users

TOPICS FOR DISCUSSION

READERS' ADVISORY

How would readers' advisory services to people who are permanently or temporarily unable to read differ from those offered to other library patrons? If a person is already receiving books what additional services could the library provide?

PUBLICITY

How would you go about identifying persons in your community who are temporarily or permanently unable to read? What means could you use to advertise the availability of services for the blind and physically handicapped?

SKILLS

In what ways can individuals who are working with people who are permanently or temporarily unable to read be sensitized to the needs and feelings of those people? What types of individuals should be encouraged to work with people who are permanently or temporarily unable to read?

USING VOLUNTEERS

What local community groups or individuals might be willing to volunteer to assist the library staff in working with people who are temporarily or permanently unable to read? How might those groups or individuals be best approached about volunteering?

STATE SERVICES

Do you know what services for blind and physically handicapped readers your state library provides? Are there any special newsletters, talking book collections or unique services in your state?

RELATED MATERIALS

Arizona Regional Library for the Blind and Physically Handicapped, 1016 N. 32nd St., Phoenix, Arizona 85008. (Has information on recordings of the Spanish language newspaper *La Opinion.)*

Library of Congress, Division for the Blind and Physically Handicapped, Wash., D.C. 20542. (Publishes *Books for the Blind and Physically Handicapped*, a description of services offered by L.C.; *Braille Book Review*, a bimonthly list of Braille bpoks produced by L.C.; and *Talking Book Topics*, a bimonthly list of talking books produced by L.C.)

Utah State Library Commission, Division for the Blind and Physically Handicapped, 2150 South 2nd West, Salt Lake City, Utah 84115. (Has information on Braille collection for the Rocky Mountain Region.)

PARTICIPANTS

Marjorie Prager, Librarian, Summit County Schools, Summit County, Colorado. Assisted in script development.

James Schubert, Director, Colorado State Library for the Blind and Physically Handicapped, Denver, Colorado.

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PROGRAM UNIT
Services to Elementary-Age Children

THE OBJECTIVE

To share ideas from four different libraries about noncompetitive, participation-oriented programs for elementary-age children.

PROGRAM OUTLINE

- School class visits to the public library for instruction
- Teaching students the use of periodical indexes
- Activity Programs
- Alternatives to summer reading programs

TOPICS FOR DISCUSSION

TEACHING LIBRARY SKILLS

Whose responsibility is it to teach library skills to elementary-age children, the school's or the public library's? Why might the public library take on this responsibility? How would you go about coordinating the efforts of the public library staff and the school library staff in teaching library skills?

PLANNING SUMMER PROGRAMS

If you were asked to set up a noncompetitive summer program for elementary-age children, where would you obtain ideas; what staff would be involved; where would you obtain funds; and how would you evaluate the success of the program?

DISCONTINUANCE OF TRADITIONAL READING PROGRAMS

If you decided to discontinue a traditional (competitive) summer reading program, how would you handle possible parental, student or community opposition? What reasons might you give for discontinuing the program?

RECREATIONAL PROGRAMS/ACTIVITIES

What types of programs/activities could you provide during the school year for elementary-age children that would extend to them the philosophy of the public library as a place for recreation and relaxation?

STAFF

What should be the responsibilities of a public library staff member who is in charge of programs and activities for this age group? What skills, attitudes and abilities should this staff member demonstrate? To what degree and in what ways would he or she need to "reach out" into the community?

BUDGET

What proportion of the total library budget should be earmarked for children's services and materials? What budgetary elements would this encompass (e.g., staff, materials for programs) and who should have responsibility for this budget?

RELATED MATERIALS

Illinois Libraries (Jan., 1975). (One copy available free from: Illinois State Library, 275 Centennial Building, Springfield, Illinois 62756.)
Entire issue on children's work in libraries.

Tips from Clip. (Available from: coordinated Library Information Program, Inc., Box 1437, Madison, Wisconsin 53701.)
An occasional newsletter which shares slogans and publicity ideas from Wisconsin libraries and includes many ideas from elementary schools.

PARTICIPANTS

Fran Bonney, Librarian, Littleton Elementary Schools, Littleton, Colorado.

Larry Marcott, Librarian, Hot Springs County Library, Thermopolis, Wyoming.

Annette Milliron, Librarian, Douglas County Public Library, Castle Rock, Colorado.

Charlyn Costello, Librarian, Vail Public Library, Vail, Colorado.

Georgia Shovlain, Librarian, Fulmer Memorial Library, Sheridan County, Wyoming.

Linda Hay, Youth Services, Longmont Public Library, Longmont, Colorado.

PROGRAM UNIT

State Libraries: Materials, Manpower, Money

THE OBJECTIVE

To give an overview of what services a typical state library can offer to other libraries in the state in terms of special collections and services, consultation and money in the form of grants.

PROGRAM OUTLINE

- Services that could be sponsored by a state library
  - Bookmobile services
  - Books-by-mail
  - Materials for the blind and physically handicapped
  - Films
  - Materials in state-supported institutions
  - Reference services for state employees
  - The state library's role in inter-library cooperation systems
- Consulting services offered by the state library
- Funding through the state library

TOPICS FOR DISCUSSION

SERVICES OFFERED

The tape stated that not all services mentioned are provided by every state library. What does your state library offer?

INTER-LIBRARY COOPERATION

What regional or state-wide inter-library cooperative projects are you familiar with? Describe how these projects have helped your community. How might these projects be improved? What other inter-library cooperative projects might be beneficial to your community?

MANPOWER

The tape explains that "Individual libraries around the state can use state library consultants or field personnel when they have a problem that could benefit from a state-wide perspective." In what ways would your community benefit from the consultative services of a state library consultant?

MONEY

State and federal funds are funneled to individual community libraries through the state library. How can your community obtain a share of these funds?

RELATED MATERIALS

Monypenny, Philip. *The Library Functions of the States.* Chicago: American Library Association, 1966. n.p.
Standard work on state library agencies.

Simpson, Donald B., ed. *The State Library Agencies: A Survey Project Report, 1975.* Denver, Colorado: Association of State Library Agencies, 1975. $5.00. (Available from: Bibliographical Center for Research, Denver Public Library, Denver, Colorado).
Survey of all state libraries including information on place in state government organization, purpose, organizational structure, major functions, notable activities underway and budget.

Standards for Library Functions at the State Level. Chicago: American Library Association, 1970. $2.00.
A companion piece to the Monypenny work which updates and summarizes state library functions.

PARTICIPANTS

Colorado State Library, Denver, Colorado.
New Mexico State Library, Santa Fe, New Mexico.
Utah State Library Commission, Salt Lake City, Utah.
Wyoming State Library, Cheyenne, Wyoming.

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PROGRAM UNIT
Vertical File

THE OBJECTIVE

To provide brief information about the purposes and structure of the vertical file with emphasis on the type of materials to include in the file, their purpose, and access to them.

PROGRAM OUTLINE

- Definition of the vertical file
  - Types of subjects
  - Types of materials
- Sources of materials for the vertical file
  - Indexes
  - Government publications
  - Other publications
- Acquiring vertical file materials
- Processing vertical file materials
- Determining subject headings for the file
- Making the file available to the public

TOPICS FOR DISCUSSION

PURPOSE

If you were to present the concept of the vertical file to your trustees, what argument would you use to convince them of its importance? What questions could you anticipate you would receive from them?

TIME INVOLVED

A librarian mentions on the tape "Our rule of thumb is that the time we spend controlling the (vertical) file must be in proportion to the anticipated usefulness of its materials." In what ways can you cut down on the amount of time spent in processing, indexing and circulating vertical file materials?

TYPE OF MATERIAL

How do you determine what types of materials should be catalogued for the general collection and what materials should be processed for the vertical file?

DEVELOPING A FILE

Pretending you are a librarian in a library which does not presently have a vertical file, describe the steps you would follow in setting one up. Where would you look for materials? What procedures would you establish for processing materials? How would you circulate materials? What would you do to insure usage of the materials?

BUDGET

If you were to begin a vertical file, how would you determine how much to include in the budget for the vertical file for one year?

RELATED MATERIALS

Booklist. Chicago: American Library Association, Twice monthly Sept.-July. Once August.
Watch the column "Free and Inexpensive Materials" for new items.

Consumer Product Information. Washington D.C.: Consumer Product Information Center, Quarterly. Free. (Available from the Public Documents Distribution Center, Pueblo, Colorado 81009.)
Similar to the *Selected U.S. Government Publications* listing, this handy source indexes "selected federal publications on how to buy, use, and take care of consumer products." In both Spanish and English.

Encyclopedia of Associations. Margaret Fisk, ed. Detroit: Gale, 1973. 3 vols. (Vol. I: *National Organizations of the U.S.*, $45.00; Vol. II: Geographic-Executive Index, $28.50; Vol. III: New Associations and Projects, $18.00.)

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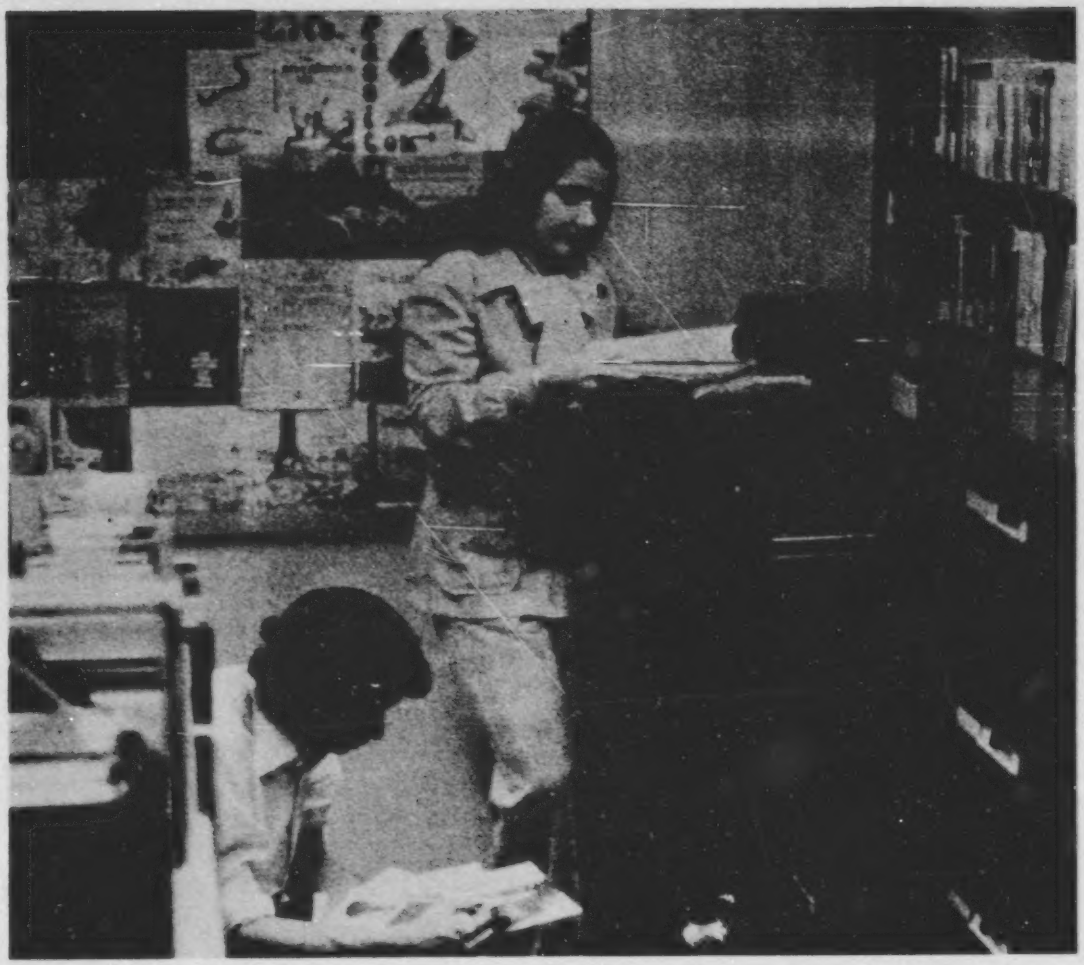

Hill, Donna. *The Picture File: Manual and Curriculum Related Subject Heading List.* Syracuse, New York: Gaylord Bros., Inc. $4.95 paper.
A handy guide for setting up a picture file including sources of pictures, procedures for setting up file, headings and glossary.

Library Journal. New York: Bowker, Twice monthly Sept.-June. Monthly July-Aug. Watch the column "Items of Interest."

Monthly Catalog of U.S. Government Publications. Washington, D.C.: Supt. of Documents.

Sear's List of Subject Headings. Barbara M. Westby, ed. New York: H.W. Wilson.

Selected U.S. Government Publications. Washington, D.C.: Supt. of Documents, Monthly. Free. (Available from: Supt. of Documents, Government Printing Office, Washington, D.C. 20402.)
A must for every library with a vertical file. Lists many items for under $1.00.

The Vertical File and its Satellites, a Handbook of Acquisitions, Processing and Organizations. Shirley Miller, ed. Littleton, Colorado: Libraries Unlimited, 1971. $9.00.
Comprehensive coverage of vertical file procedure for a small public or a school library.

Vertical File Index. New York: H.W. Wilson, Monthly Sept.-July.

Using Pamphlets with Disadvantaged Adults. Library Service Guide No. 3. Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University, 1975 (?). Free.
Discussion of value of pamphlets to disadvantaged adults and how the library can supply these materials.

PARTICIPANTS

Margaret Hedgecock, Pamphlet File Librarian, Englewood Public Library, Englewood, Colorado.

PROGRAM UNIT
Volunteers in the Library

THE OBJECTIVE

To discuss five steps a library can take to develop an organized volunteer program and to touch on solutions to possible problems that could arise when using volunteers.

PROGRAM OUTLINE

- Five steps in developing a volunteer program
  - Planning the program
  - Developing job descriptions
  - Recruiting volunteers
  - Training volunteers
  - Providing feedback for the volunteers
- Problems that might arise with a volunteer program

TOPICS FOR DISCUSSION

MOTIVATION

Some of the reasons that people volunteer are: a) to meet and socialize with people, b) to learn a new skill, c) to gain recognition, d) to be challenged, e) to promote their personal and professional growth and f) to satisfy their need for helping others. How could you determine why a person is volunteering? How can the library help satisfy the volunteer's needs at the same time as the volunteer helps the library?

BUDGET

If a volunteer program in a library is really *not* "Something for Nothing" as the title of the tape implies, how would you determine the cost of a volunteer program in the library? What elements would you figure into the budget for a volunteer program?

RECRUITMENT

The recruiting step is an important one for the success of the total volunteer program. Since a particular library task may require a particular skill, how would you handle a situation in which a person wants to volunteer but doesn't have the skills necessary for the job you had in mind? What obligation do you have to accept and place every person wanting to volunteer?

PHILOSOPHY OF VOLUNTEER PROGRAMS

Many libraries originally got started through the efforts of volunteer groups. A turning point for these libraries was the hiring of paid staff. How would you convince a library board of trustees that starting a volunteer program would not be a step backward for the library?

PROBLEMS

What are some reasons a volunteer might not show up at a scheduled time? If continued absence posed a problem, what could be done to solve this problem?

RELATED MATERIALS

Schindler-Rainman, Eva and Ronald Lippitt. *The Volunteer Community: Creative Use of Human Resources.* 2nd ed. Fairfax, Virginia: Learning Resources Center, 1975. $6.00.

Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults. Library Service Guide No. 5, Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University. 1975.
Workbook approach to developing a volunteer program with excellent hints on locating, training and motivating volunteers.

Wilson, Marlene. *The Effective Management of Volunteer Programs.* Boulder, Co.: Volunteer Management Associates, 1975.

PARTICIPANTS

Vicki Lea, Glenwood Springs Public Library, Glenwood Springs Public Library, Glenwood Springs, Colorado.

Ruby Preuit, Librarian, Platte County Public Library, Wheatland, Wyoming.

Marlene Wilson, Director, The Volunteer and Information Center of Boulder, Colorado.

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PROGRAM UNIT

Assessing Community Needs (Panel)

THE OBJECTIVE

To share some ideas on the hows and whys of total community analysis as a basis for providing library service.

PROGRAM OUTLINE

- Narrative introduction
  - Possible reasons for doing a community analysis
  - Three ways to begin a community assessment
    - Census data
    - Information from other agencies
    - Advisory groups to the library
- Points made in panel discussion
  - One example of a community survey
  - Informal survey
  - Advantage of using other available resources
  - Importance of having community support
  - Establish objectives for the survey
  - Utilizing survey data to plan programs

TOPICS FOR DISCUSSION

PRINT VS. NONPRINT DATA

The introduction to the tape suggests ways to carry out a community survey using written materials (such as census data) as well as using information obtained through personal contact with community members. What are the advantages and disadvantages of both kinds of information?

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GOALS OF COMMUNITY ASSESSMENT

Describe how you would determine what goals you would set up for a community assessment in your area. Who should be involved in this goal-setting? What should be considered while establishing the goals?

IMPLEMENTATION OF ASSESSMENT

Once the goals for the assessment are established, they must be implemented in some way (for example, through a formal survey, through questionnaires, through informal listening, etc.). How would you go about deciding which method (or methods) to use in obtaining the information you want? Who will conduct the assessment? How will you clearly set down what you discover?

INTERPRETATION OF DATA

Perhaps one of the most critical aspects of the total assessment effort is interpreting the data you collect. How would you go about interpreting the information you collect in a community assessment?

USING ASSESSMENT RESULTS

The final step in the assessment is the utilization of the results that have been obtained. This might be in the form of changes in library policies or programs, redirection of staff time or library money, education of library trustees and the community, etc. Lotsee Smith stated in the tape that one of the greatest restrictions to utilization is money. What other restrictions to utilization can you think of? What problems can you anticipate you will encounter if the results of the assessment indicate that radical changes of the library program are necessary? How would you handle these problems, should they occur?

CITIZEN PARTICIPATION

Citizen participation in the policy-making of public agencies is thought to be an important philosophy of our democratic society. A community assessment is one example of seeking citizen participation. In what ways other than the community assessment can citizen participation be achieved?

RELATED MATERIALS

Assessing Community Information and Service Needs. Library Service Guide No. 2. 1974. Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University. Free.
Workbook approach to collecting and interpreting community information and developing a plan of action for your library based on information collected. Includes planning chart.

Faibisoff, Sylvia G. and Donald Ely. *Information and Information Needs.* Commissioned Papers Project, Teachers College, Columbia University, 1974. ERIC Document No. ED 100 311. (Available from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Hard copy $4.43 plus 8 cents postage.)
Discusses various studies of information needs.

PARTICIPANTS

Elizabeth Cooper, Librarian, Mesa Public Library, Los Alamos, New Mexico. Panelist.

Barbara Olsen, Continuing Education Division, Colorado Mountain College, Glenwood Springs, Colorado. Panelist.

Lotsee Smith, Assistant Professor, College of Education, University of New Mexico, Albuquerque, New Mexico. Panelist.

Mary Connolly, University of Denver, Dept. of Mass Communications, Denver, Colorado. Panel moderator.

Roger Greer, Professor, School of Information Studies, Syracuse University, New York.

PROGRAM UNIT

Censorship (Panel)

THE OBJECTIVE

To discuss the basic philosophy of the American Library Association's "Freedom to Read Statement" and give practical suggestions on handling censorship issues in the library.

PROGRAM OUTLINE

- Narrative introduction
  - Types of censorship
    - External
    - Internal
- Points made in panel discussion
  - Two examples of how censorship cases were handled
  - The law, community standards and censorship
  - Parents' responsibility vs. library's responsibility
  - Avoiding internal censorship in the library
  - How a textbook commission operates in one state
  - Using a selection policy
  - Religious/political censorship
  - Librarians and the law regarding censorship
  - Helping to inform the public about censorship

TOPICS FOR DISCUSSION

COMBATING CENSORSHIP

The pamphlet "What to Do Before the Censor Comes – and After," by the American Library Association, recommends four operating procedures which could help "combat censorship efforts from groups and individuals." Describe specific ways you could carry out each of the following procedures:

A) Maintain a materials selection policy.

B) Maintain a clearly defined method of handling complaints.

C) Maintain lines of communication with civic, religious, educational and political bodies in the community.

D) Maintain a vigorous public relations program on behalf of intellectual freedom.

COMMUNITY STANDARDS

In the tape, Jack Speight mentions that the Supreme Court has implied that community standards should be used in determining censorship issues. Do you think it is possible to define community standards in your community? If so, what do you feel they are? If not, why not?

POSITIVE AND NEGATIVE ELEMENTS OF A CENSORSHIP STRUGGLE

In what ways could you view a censorship issue involving the library in a positive light? What can you and the library gain during the struggle and what could you gain from the ultimate outcome? What are the negative factors inherent in a censorship struggle? What could you and the library lose in the outcome?

COOPERATION AND CENSORSHIP

How are your library censorship problems different from or similar to, those of school librarians? In what ways can both school and public librarians gain from cooperating on censorship issues?

INTERNAL CENSORSHIP

Although the panel did not touch heavily on internal censorship, the introduction to the videotape mentioned such internal censorship factors as locked cases, labelling of materials and avoiding the purchase of questionable materials. Is internal censorship detrimental to your library's goals? If so, how can it be avoided? If not, why?

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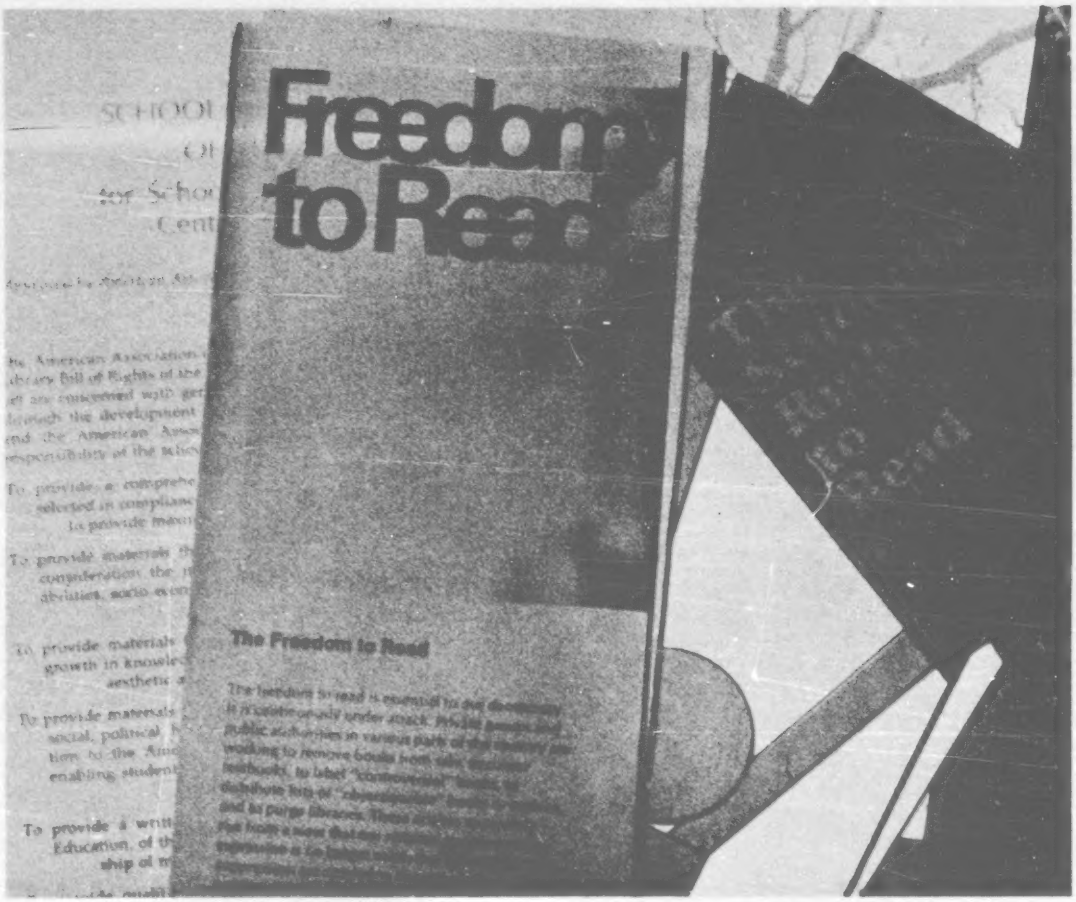

RELATED MATERIALS

The American Library Association, Order Department, 50 East Huron St., Chicago, Illinois, 60611 supplies the following:

Freedom to Read Statement. 1953. $.10.

Intellectual Freedom and School Libraries. Reprint from *School Media Quarterly,* Winter, 1973. $1.00.

Intellectual Freedom Statement, an Interpretation of the *Library Bill of Rights.* 1972. $.10.

What to Do Before the Censor Comes – and After. Reprint from *Newsletter* on Intellectual Freedom, March 1972. $.10.

Asheim, Lester, "Not Censorship But Selection." *Wilson Library Bulletin.* v. 28. (Sept., 1953): pp. 63-67.

Although well over 20 years old, this remains one of the basic discussions of the freedom to read.

The Student's Right to Read. 1972. $.35. (Available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois, 61801.)

PARTICIPANTS

Jane Luebeck, Librarian, Clearwater Memorial Public Library, Orofino, Idaho. Panelist.

Alice Meister, Librarian, Summit County Public Library, Summit County, Colorado. Panelist.

Jack Speight, Lawyer, Cheyenne Legal Center, Cheyenne, Wyoming. Panelist.

Mary Connolly, University of Denver, Department of Mass Communications, Denver, Colorado. Moderator.

PROGRAM UNIT

Public/School Library Cooperation (Panel)

THE OBJECTIVE

To share ways libraries have developed cooperative programs, and to point out issues, trends and possible problems involved with public/school library cooperation.

PROGRAM OUTLINE

- Narrative introduction
  - Ways of cooperating
  - Advantages of cooperation
  - Possible problems
- Points made in panel discussion
  - A combined facility in a town formerly without a public library
  - Other types of cooperative programs
  - Using a library committee to work out cooperation procedures and problems
  - Goals of cooperation
  - Human problems and considerations in cooperative projects

TOPICS FOR DISCUSSION

COMMON PURPOSE

The introduction to the tape defines the word "cooperate" as "acting or working together with another or others for a common purpose." In what ways are the functions, responsibilities and goals of school libraries similar to, and/or different from, those of public libraries? Describe the purpose (end result) that a cooperative project between a school and public library might achieve.

ADVANTAGES AND DISADVANTAGES OF COOPERATION

What would a program of cooperation require either the public or school library to give up (such as control over programs, procedures for accomplishing tasks, money, staff time)? How would you feel about giving up anything for such a project?

BEGINNING TO DEVELOP INCREASED COOPERATION

If you, your staff, and your library board of trustees decided that school/public library cooperation was an important goal for your library, how would you begin to develop more cooperation? What lines of communication already exist between the public library and the schools? What groups already exist in your community that could be used as vehicles for increased cooperation?

STATE LIBRARY/EDUCATION PERSONNEL AND COOPERATION

How could state library personnel (or state educational personnel) help to facilitate cooperation between school and public libraries in local communities?

COSTS OF COOPERATION

Much of the cooperation between school and public libraries that takes place in communities is informal and costs very little for either library; however, the costs may rise for more elaborate cooperative projects. What cost factors do you need to consider before undertaking more elaborate projects? Should the saving of money be a primary outcome for cooperative projects? If yes, what specific types of projects would help both libraries to save money? If no, how would you convince budget-conscious school administrators and public library trustees of the worth of cooperative projects?

RELATED MATERIALS

"Cooperation: A Library Journal Mini Symposium." *Library Journal* 97 (May 13, 1972): 1767-1775.

Garrison, Guy. *Total Community Library Service.* Chicago: American Library Association, 1973. $5.00. Report from joint ALA/NEA conference on Total Community Library Service.

Radcliffe, Walter H. and Kemper, Robert E. *Complete Instruction and Project Book for Contracting: A Library Cooperation Tool.* Nebraska Library Commission "Know Series" No. 3. Lincoln, Nebraska: Bailey Lewis and Assoc., 1972. n.p. Discusses steps to follow in setting down cooperative agreements among libraries. Provides sample written agreements between different types of organizations.

PARTICIPANTS

Ann Kelver, Librarian, Arapahoe Regional Library District, Arapahoe County, Colorado. Panelist.

Monica Kittock, Library-Media Supervisor, Superintendent of Public Instruction, Montana State Office, Helena, Montana. Panelist.

Andy Lake, Town Councilman, Fort Lupton, Colorado. Panelist.

Barbara Tooker, formerly Librarian, Summit County Schools, Summit County, Colorado. Panelist.

Mary Connolly, University of Denver, Department of Mass Communications, Denver, Colorado. Panel moderator.

PROGRAM UNIT

Where the Library Dollars Are (Panel)

THE OBJECTIVE

To discuss ways a small library can supplement its regular operating budget – where funds are available and what approach the library should take to get funds.

PROGRAM OUTLINE

- Narrative introduction
  - Federal library programs
  - Nonlibrary funding sources
  - Private foundations
  - Local sources
- Points made in panel discussion
  - Tax money libraries are entitled to
  - Revenue sharing as a source of funds
  - Asking private foundations for money
  - Tapping local and inexpensive sources
  - Knowing what you want and presenting your ideas clearly
  - Keeping track of programs and interests of funding agencies
  - Cooperating with other groups and projects to get funds
  - Ideas for obtaining construction funds

TOPICS FOR DISCUSSION

REVENUE SHARING

In October, 1972, Congress enacted "The State and Local Fiscal Assistance Act of 1972," known as "general revenue sharing," which authorizes payments through 1977 to state and local governments for the following purposes: public safety, environment, transportation, health, social services, recreation, libraries, auditing and construction. Who would you contact in your community to determine how much revenue sharing money will go to the library this year? What would be your course of action if you were told that no money would be appropriated for the library?

LOCAL TAX AND FINANCIAL MATTERS

Where would you begin to inform yourself and your library trustees on tax law and the intricacies of local government finance as they affect your library?

LOCAL FUNDING AND THE LIBRARY'S IMAGE

As was brought out in the tape, the community library's public relations program and its image will affect its efforts to obtain local funding. In what ways could a community librarian broaden or change the library's image to affect increased funding of the library?

CLOUT AND LOBBYING

The words "clout" and "lobbying" were mentioned several times in the tape. What do these words mean to you? How would you go about gaining more clout and obtaining a better lobbying stance?

PROPOSAL WRITING

In writing a grant proposal, there are certain questions you will need to be able to answer. Pretend you are writing a special project proposal requesting funds from your state library to develop a special bilingual collection for the many Spanish-speaking people in your community. Briefly answer these questions about your project:

- What need does your project address? Who will benefit from it?
- How would a bilingual collection help meet this need?
- Are there other groups in your area addressing the same need and how might you cooperate with them?
- What specific activities will you do with your grant? What is your plan of action?
- Who will be responsible for the project?
- How long will it take?
- Where will it take place?
- What does your library or community already have to accomplish the project? What will you need?
- How will you evaluate the success of your project when it's done?
- How much will the project cost? What budget items need to be covered to determine this?

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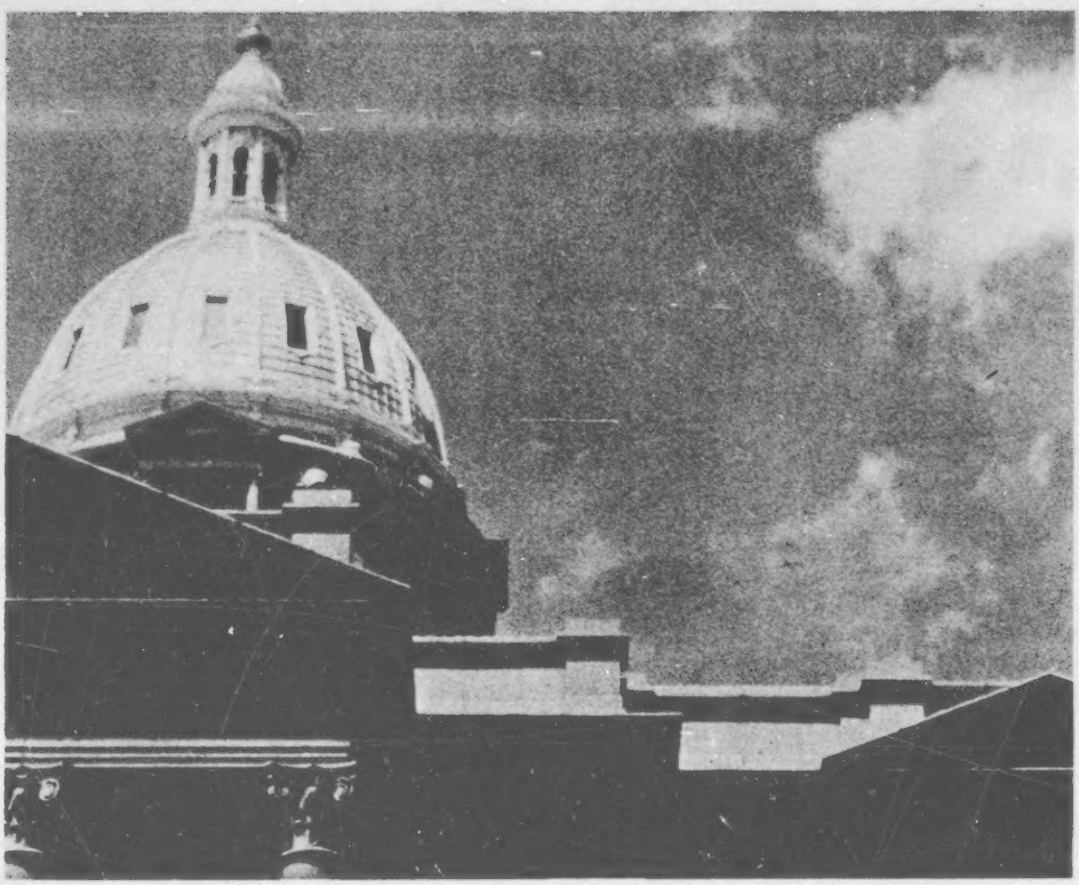

RELATED MATERIALS

Foundation Directory. 4th Ed., New York: Columbia University Press, 1971. $15.00.
Lists private foundations by state and describes interests and funding levels for each.

Sheldon, Brooke. "A Proposal Primer," In *The Bowker Annual of Library and Book Trade Information,* 20th ed., 1975. New York: R.R. Bowker, 1975. pp. 147-153.
Short but comprehensive coverage of proposal writing with examples.

United States Treasury Department. Office of Revenue Sharing. *Getting Involved: Your Guide to General Revenue Sharing.* Washington: U.S. Government Printing Office, 1974. 23 p. Docs. number TI.10/2-R32/2.

United States Office of Education. *American Education,* 11 (July 1975): pp. 32-39. Vol. II, No. 6.
Annually includes a guide to U.S. Office of Education administered programs.

PARTICIPANTS

Dick Collins, President, Western States Art Foundation, Denver, Colorado. Panelist.

Alice Ihrig, Trustee, Oaklawn Public Library, Oaklawn, Illinois. Panelist.

Joe Schubert, State Librarian, Ohio State Library, Columbus, Ohio. Panelist.

Mary Connolly, University of Denver, Department of Mass Communications, Denver, Colorado. Panel moderator.

Barbara Allen, New Mexico State Library, Santa Fe, New Mexico.

Phyllis Baker, Wyoming State Library, Cheyenne, Wyoming.

Professional staff members, Library Development Unit, Colorado State Library, Denver, Colorado.

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Dear Viewer:

Your input is needed to support continuing evaluation of the **ACCESS** Videotape Project and to plan for possible future continuing education efforts for library personnel. After you have seen one or more of the videotapes and worked with this study guide, please complete this form and return it to us. If you need more forms please contact us. Note that the evaluation page can be removed from your study guide, folded and stapled as a self-mailing unit. Thank you for your help.

1. What is your position? _____

   Are you:

   _____ in a county or regional public library?

   _____ in a branch of a county or regional public library?

   _____ in a town library?

   _____ in a school library/IMC/media center?

   _____ other? (Please describe.)_____

   _____ staff? _____ volunteer?

   _____ trustee? _____ administrator?

2. In which state are you located?_____

3. a. How many paid staff members does your library have?

   _____

   b. How many hours each week is your library open?____

4. Which videotape(s) did you see?

   Please indicate the date (month and year) when you viewed the tape(s)._____

5. a. Approximately how many people were present at each tape presentation?_____

   b. What types of people? (e.g., rural librarians, teachers, general public)_____

   c. Was the use of the tape(s) part of a larger presentation or program?

   ☐ Yes ☐ No

   If yes, please explain briefly.

   d. Who arranged for the tape(s) to be shown?_____

   _____

   e. Was there discussion following the tape(s) presentation?

   ☐ Yes ☐ No

   If yes, who led the discussion? _____

6. a. Did you see more than one videotape at one time (i.e., more than one each day)?

   ☐ Yes ☐ No

   If yes, how many were shown? _____

   b. Do you expect to see more tapes in the series?

   ☐ Yes ☐ No

   If yes, are the programs already scheduled?_____

7. a. What is your overall response to the tape(s) you have already seen?

   b. Did the tape(s) suggest projects or ideas that you believe could be implemented in your library? Please describe.

   c. Do you think the tape(s) you have seen will be useful for showing to other groups?

   ☐ Yes ☐ No

   If yes, which tapes?_____

   d. Have you used the study guide in conjunction with the tape(s) you have seen?

   ☐ Yes ☐ No

   If yes, did you find it helpful?_____

8. Do you know of any problems that occurred with regard to locating video equipment, operating the equipment, or arranging the setting so that everyone present could see and hear clearly?

We'd like to have your comments. Please use this space.

9. Are there any additional topics or continuing education efforts that you would like to see presented in videotape format?

Check here if you would like us to mail additional blank evaluation forms._____ How many?_____

Please add return address if additional blanks are needed.

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